

# Leeside Community Primary School

Leeds Old Road, Heckmondwike, West Yorkshire, WF16 9BB

## Inspection dates

5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
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 has serious weaknesses.

- Pupils' achievement in English and mathematics in Key Stage 2 has been inadequate over a three-year period.
- Pupils make insufficient progress from their starting points in Year 3, hence attainment is low and, until recently was declining sharply.
- Teaching in Key Stage 2 is inadequate over time. The level of challenge in the classroom is not high enough to enable pupils to do as well as they should. Pupils also have insufficient opportunities to find things out for themselves.
- Teachers do not always use assessment information effectively, to enable them to plan lesson activities which meet the learning needs of pupils closely enough.
- Until recently, leadership responsibilities have not been distributed widely enough to other staff. This has limited the contribution made by other staff in tackling the school's weaknesses.
- The school's evaluation of how well it is doing is generous. Leaders and managers have not ensured that systems to check on all aspects of the school lead to an accurate view of its performance. The school's performance has declined significantly since its previous inspection.
- Over time, governors have not asked searching-enough questions of school leaders to ensure they have an accurate view of the school's performance, particularly in relation to pupils' achievement.

### The school has the following strengths

- The Early Years Foundation Stage is good. Children progress well and have excellent relationships with each other and with the adults who work with them.
- Achievement in Key Stage 1 remains good and pupils' progress there is accelerating. Teaching and achievement are also improving in Key Stage 2.
- Pupils are proud of their school and feel safe. They behave well in lessons and around school.
- School leaders have a realistic view of how to move the school forward and have put in place strategies which are now improving teaching and achievement. Governors now hold the school to account rigorously.

## Information about this inspection

- Inspectors observed teaching and learning in 13 lessons or part lessons, taught by 13 teachers. One lesson observation was made jointly with the acting headteacher. Inspectors also visited a school assembly.
- Inspectors met with two groups of students. They also had discussions with subject co-ordinators, the special educational needs co-ordinator and members of the senior leadership team. In addition, they spoke to four members of the governing body and to a National Leader of Education, who supports the school on behalf of the local authority. They also spoke informally with parents at the beginning of the school day.
- The inspectors took account of the 31 replies to the on-line questionnaire (Parent View) and of the 21 questionnaires returned by staff.
- Inspectors observed the school at work and looked at pupils' exercise books, data about pupils' progress and attainment, school development planning and the procedures to help school leaders evaluate the school's performance. They also scrutinised documents in relation to safeguarding, child protection, behaviour and attendance.

## Inspection team

James Kidd, Lead inspector

Additional Inspector

Lyn Field

Additional Inspector

Carol Machell

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- The school is larger than the average-sized primary school. Numbers have increased by nearly 30% since the previous inspection. There are more boys than girls.
- The proportion of pupils supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is just below average.
- The proportion of pupils supported by the pupil premium (additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after) is high, at almost four fifths of the school population.
- There is a below-average proportion of pupils from minority ethnic groups and a below average proportion speak English as an additional language.
- The school does not meet the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school is a member of the Spenborough Co-operative Trust. The governing body also administers an after-school club, called the Bridge Kids Club. The White Lee Playgroup shares the school site. This is subject to a separate inspection and receives a separate report which is available on the Ofsted website.
- There have been several staffing changes since the previous inspection, including the appointment of a new headteacher. The substantive headteacher is currently on long-term sick leave and an acting headteacher and acting deputy headteacher are in post.

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

- Improve the quality of teaching and learning so that it is at least good in Key Stage 2, in order to raise standards and accelerate progress to good or better, particularly in mathematics, by:
  - ensuring that the assessment of how well pupils are doing is used more effectively to guide teachers in planning lessons and providing pupils with activities which meet their learning needs
  - ensuring that challenge in lessons is consistently high and enables pupils to do as well as they should
  - giving pupils more opportunities, including in pairs and in groups, to find things out for themselves
  - improving teachers' questioning so that pupils are required to answer in more detail and also justify their views
  - improving the deployment of teaching assistants so that they can support and challenge pupils more effectively
  - sharing across the school the good and exemplary classroom practice which already exists.
- Improve the impact of leadership and management at all levels by:
  - ensuring that systems to monitor all aspects of the school's work lead to an accurate view of its performance, to enable school leadership to take the action necessary to address weaknesses
  - distributing leadership responsibilities more widely across the staff, in order that their individual skills can be used more effectively

- ensuring that the monitoring of teachers' classroom performance focuses more closely on the impact of teaching on pupils' learning and progress
- deploying staff more effectively so that their skills are used exactly where they are needed
- ensuring governors consistently ask searching questions of the leaders so that they are fully aware of the school's performance and particularly of how well pupils are achieving.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Achievement across the school is inadequate overall because, over a three-year period, pupils' attainment in Key Stage 2, particularly in mathematics, has been low. In addition, too few pupils have made or exceeded the progress expected of them in English and mathematics. In 2012, for example, only 58% of pupils made expected progress in mathematics compared to 87% of pupils nationally.
- Although it varies from year to year, children generally enter the Nursery with skills and knowledge which are below those expected for their age. They make good progress across the Early Years Foundation Stage in all areas of learning, including reading, writing and personal development.
- There is a similar picture in Key Stage 1 where as a result of good teaching, pupils continue to make good progress and achieve well.
- Although progress across Key Stage 2 is beginning to accelerate in every year group, slow progress over time means that not enough pupils in the current Year 6 group are on track to reach National Curriculum Level 4 in both English and mathematics this year. Few pupils are on track to reach the higher levels.
- The school is placing great emphasis on encouraging pupils to read and this is beginning to bear fruit. Pupils in Year 2 and Year 6 read with confidence and accuracy. Moreover, a new calculation policy has been introduced and this is beginning to have a positive impact on improving pupils' skills in mathematics. However, this policy is not yet fully effective across the school and attainment in mathematics by the end of Year 6 is only rising slowly.
- The school's use of pupil premium funding, providing more individual tuition and using 'bright brains' sessions to encourage teamwork and raise self-esteem is more effective in Key Stage 1, where pupils known to be eligible for free school meals are reaching the same levels of attainment as other pupils in the school. In Key Stage 2, although pupils are becoming more confident, the gaps between the performance of pupils known to be eligible for free school meals and others are too wide and are only closing slowly. Pupils known to be eligible for free school meals are one National Curriculum level behind other groups of pupils in the school.
- Over the past year, the identification of disabled pupils and those with special educational needs has sharpened and sessions to support their learning needs have become more focused. In Key Stage 2, their achievement remains inadequate but is beginning to improve. There is a similar picture with pupils who speak English as an additional language. This shows the school's commitment to promoting equality of opportunity.
- The majority of parents who responded to the online questionnaire are satisfied with the progress their children make. A significant minority, however, believes it could be better. Inspectors judge pupils' progress to be inadequate in Key Stage 2.

### The quality of teaching

### is inadequate

- Teaching is inadequate overall because in Key Stage 2 it has not had enough impact on pupils' achievement over time and pupils have made inadequate progress from their starting points in Year 3. Challenge in the classroom has not been high enough to enable pupils to do as well as they should.
- As a result of concerted action taken by senior leaders, teaching is improving, including in mathematics and reading. No inadequate teaching was seen during the inspection. Good and outstanding classroom practice exists but there is too much teaching which requires improvement in Key Stage 2. In addition, good and exemplary practice is not shared well enough across the school.
- In too many lessons there are insufficient opportunities for pupils to work collaboratively and to make choices and decisions. In lessons such as these, teachers' questioning does not require

pupils to make more than cursory comment. Where teachers ask more challenging questions, pupils are required to give extended answers and often justify their opinions with confidence.

- Teaching in the Early Years Foundation Stage and Key Stage 1 remains a strength, as it was judged to be at the previous inspection.
- Pupils make good and sometimes better progress when they are given opportunities to work independently and to find things out for themselves. In a Key Stage 1 literacy lesson, for example, in which teaching was outstanding, pupils worked as 'talk partners' to create extended sentences on the theme of road safety. Challenge was high and after only 20 minutes, all pupils had written at least five sentences with accuracy.
- Teachers' use of assessment is improving and they now have an accurate awareness of the progress their pupils are making. However, their use of assessment to plan classroom activities which meet pupils' individual learning needs closely is not always as good as it should be. As a result, some work in lessons is too easy and some is too hard.
- Teaching assistants have good relationships with their pupils but their deployment is sometimes not flexible enough to ensure that their support for individuals is sharply focused and fully effective.
- Marking is generally good and pupils receive accurate advice in all key stages on how they can improve their work.

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

- Pupils are happy in school and are proud of their classmates and of the adults who work with them. They have a high regard for their teachers and teaching assistants and comment, 'They are always there for us when we need them.' Parents and inspectors agree and believe their children are both safe and happy in school.
- Pupils feel secure and have a good awareness of how to stay safe. Their understanding of how to use the internet safely is impressive and they talk confidently and accurately about the dangers of cyber bullying. They enjoyed the 'internet week', when they attended activities about how to use the 'world wide web' safely and effectively.
- They are honest in their views about the extent of bullying in school. In their opinion, bullying is not a major issue and it is dealt with swiftly and effectively on the rare occasions it occurs. They value the assemblies they attend, which teach them about the different kinds of bullying, including prejudiced-based bullying, and how they can deal with it.
- Pupils' behaviour in lessons and around school is good. On occasions, their engagement in learning in the classroom is outstanding but several pupils commented that they could be challenged more and that some of the work is too easy.
- The school promotes pupils' spiritual, moral, social and cultural development well. The Year 6 enterprise project, organised through the Spenborough Co-operative Trust, raises pupils' aspirations and the school council represents its constituents effectively. Indeed, pupils accept a range of responsibilities, as Year 6 'befrienders', for example, and they enjoy supporting pupils in the neighbouring special school.
- A minority of pupils expressed the view that they would like more trips and also more clubs in school. Nonetheless, they spoke positively about the many opportunities they have to play sport. They also enjoy 'dodgeball' and 'junior jams', the singing and guitar clubs.
- The Bridge Kids Club is well attended and well run. It is a hive of activity at the end of the school day.
- Attendance is broadly average and improving.

### **The leadership and management** requires improvement

- The senior leaders know that pupils' achievement in Key Stage 2 is still not as good as it should be. They have established a range of strategies to address the issue. Inspection evidence,

including lesson observations, consideration of data and the scrutiny of pupils' work, shows that teaching is improving and that progress is accelerating in each year group.

- Leadership and management, therefore, although requiring improvement, have the capacity to take the school forward. Staff questionnaires are very positive indeed about how the senior leadership team has begun to consider strategies for staff deployment to ensure that their skills are used to best effect in the interests of pupils. Staff also value the recent work by senior leaders to encourage them to take on wider school responsibilities.
- However, the monitoring of teaching does not focus strongly enough on the impact of teaching on pupils' learning and progress. In addition, systems to evaluate how well the school is doing are still not sharp enough to enable leaders and managers to gain a more accurate and balanced view of school performance in all areas of its life and hence take actions where necessary to make improvements.
- Performance management arrangements are now effective and regarded as such by the staff, who say that they often lead to focused in-service training and collaborative activities with schools within the Spenborough Co-operative Trust.
- Discrimination in all its forms is rejected. Safeguarding and child protection policies and practice meet current requirements.
- Working on behalf of the local authority, a National Leader of Education has supported the school. Positive impact can be seen particularly in relation to improving assessment and the quality of teaching.

■ **The governance of the school:**

- For too long, governors did not challenge the leaders of the school rigorously enough and were therefore not fully aware that pupils in Key Stage 2 were not achieving well enough. As a result of asking more searching questions of senior leaders, they currently have a more accurate understanding of the school's performance. Governors visit lessons to gauge the quality of teaching and pupils' progress and are fully informed about how the school is attempting to improve classroom practice.
- Governors oversee performance management arrangements and are now holding leaders and other staff to account with more rigour, ensuring that teachers only receive financial reward if they meet their classroom targets in relation to pupils' progress. The governing body also monitors the spending of pupil premium funding and considers its impact on the achievement of pupils known to be eligible for free school meals.

## 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>	130350
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	412562

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>	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Chamberlain
<b>Headteacher</b>	Zoe Whitworth
<b>Date of previous school inspection</b>	16 June 2010
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