

Shire Oak CE (VC) Primary School

Wood Lane, Headingley, Leeds, West Yorkshire, LS6 2DT

Inspection dates 9–10 July 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		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils are not making enough progress or reaching standards that are high enough, especially in mathematics, by the end of Year 6.
- Teachers' subject knowledge and use of assessment in mathematics has not been strong enough to close gaps in pupils' knowledge and skills.
- Teaching requires improvement because there is too wide a variation across the school and between subjects. Pupils are not always inspired or challenged to produce work of the highest standard.
- Inconsistencies remain in the way behaviour is managed by some staff. As a result, low-level disruptive behaviour in some Key Stage 2 classes contributes to slow progress and reduces the rate at which pupils learn.
- Leaders and managers do not monitor teaching and pupils' progress closely enough to ensure it improves, especially in mathematics. The focus given to English has not yet been as strong in mathematics.

The school has the following strengths

- The Early Years Foundation Stage is led and managed effectively and children are taught well. Children make good progress.
- Pupils make good progress across Key Stage 1 as a result of good teaching.
- Pupils feel safe in school.
- Staff are becoming more aware of the next steps in learning for their pupils as assessment procedures are more accurate.
- The quality of teaching is improving across the school as a result of working in partnership with local schools.
- The headteacher provides strong and determined leadership that has improved standards in English and is beginning to improve standards in mathematics.
- The governing body is supporting change and becoming more effective. There are signs that the school is improving.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, of which two were observed jointly with the headteacher and a senior teacher.
- Inspectors observed groups of pupils working with teaching assistants and specifically listened to Year 1 and Year 6 pupils read, and other year groups in lessons.
- Inspectors talked to a range of pupils about their work and their experiences in school.
- Meetings were held with senior leaders, staff with particular responsibilities, members of the governing body and a representative of the local authority.
- A variety of school documentation was examined, including the school's own information about the progress of current pupils, the school's checks on how well it is doing and improvement plans, behaviour and attendance logs, and records relating to the management of staff performance.
- Inspectors took account of a questionnaire completed by 17 staff, together with 39 responses submitted by parents via the online questionnaire (Parent View). They also took account of a letter from a parent, discussion with some parents on Sports Morning and the results of the school's own survey of parental views.
- Inspectors looked at a range of other evidence including school displays, its website and work representing the school's wider achievements beyond the classroom.

Inspection team

Philip Scott, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- The school is slightly smaller in size than an average-sized primary school.
- A slightly-above-average proportion of pupils are eligible for the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals, children from service families and children in local authority care.
- An above-average proportion of pupils are supported at school action. A below-average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The proportion of pupils from minority ethnic groups is well above average, but the proportion whose first language is not English is below average.
- The school has experienced significant change in senior leadership over the last two years.
- The school has met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has made effective links with the local Headingley cluster of schools.

What does the school need to do to improve further?

- Improve the quality of teaching and increase achievement, especially in mathematics and in Key Stage 2, by:
 - increasing the opportunities pupils have to improve their skills of mental mathematics and embedding their basic skills and knowledge of multiplication tables
 - using assessment more effectively in mathematics to identify gaps in pupils' knowledge and ensuring that planned activities close these gaps
 - providing further training opportunities for all teachers and teaching assistants to improve their subject knowledge in mathematics
 - ensuring that, in all subjects, work inspires pupils and is challenging enough for pupils of all abilities
 - making sure that marking tells pupils how to improve and provides further challenge to which pupils respond and produce their best work.
- Improve pupils' behaviour so that attitudes to learning are consistently positive by:
 - embedding the new approaches to managing pupils' behaviour so that agreed standards of acceptable behaviour are understood and insisted upon by all adults in school
 - making sure all lessons motivate pupils to learn so that they want to work hard and succeed for themselves.
- Improve the impact of leadership and management by:
 - monitoring the quality of teaching, especially in mathematics, thoroughly and ensuring that weaker aspects are resolved
 - ensuring the high expectations and speed of action to improve English are now transferred to mathematics in order to accelerate progress and raise attainment in the subject.

Inspection judgements

The achievement of pupils

requires improvement

- Overall achievement requires improvement because in Key Stage 2, especially in mathematics, although progress is starting to improve, it is not yet fast enough and standards in mathematics are not high enough.
- Standards in mathematics are below average because pupils have gaps in their skills that have not been identified clearly or addressed sufficiently well to allow them to make rapid progress. Pupils' basic knowledge of place value, number bonds and multiplication tables is not yet secure enough to allow them to apply them in mathematical problems or calculations.
- Children enter the school with skills and knowledge that are generally below those typical for their age, although this varies year on year. Children settle quickly and happily and make good progress across the Early Years Foundation Stage. They are well prepared for Year 1, both academically and socially.
- Pupils make good progress across Key Stage 1 as a result of good or outstanding teaching. In writing pupils show confidence structuring sentences and in mathematics are starting to solve simple problems.
- Pupils read regularly in Key Stage 1 and use their knowledge of letters and sounds to read difficult words. The proportion of pupils exceeding the expected standard in the national Year 1 phonics test was high.
- Pupils make expected progress from their individual starting points in English across Key Stage 2 and standards are rising and starting to move to above average. Although the rate of progress in mathematics is improving, with more making the progress expected of them, it is not yet fast enough to ensure they attain sufficiently high standards. The school has successfully concentrated its recent efforts on improving pupils' reading and writing, which has accelerated the rate of progress.
- In writing pupils use their skills more accurately. For example, in a Year 5 lesson on punctuation pupils met the challenge to use a semi-colon and commas to change the meaning of a sentence. Pupils are confident readers and use their skills for research in other subjects.
- Pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, make good progress in English, and their progress in mathematics is improving. In 2012 their performance was better than that of their peers in English but around one term behind in mathematics. However, current school data indicate that this gap is closing.
- Disabled pupils, those with special educational needs and those from minority ethnic groups make good progress overall as a result of appropriate support and additional work in small groups. They reach standards which are below those typical for their age but broadly the same as those of other similar pupils. The school promotes equality of opportunity well, although as yet it is not fully effective in ensuring all make the best progress in Key Stage 2.

The quality of teaching

requires improvement

- Although much of the teaching observed was good or better, it still requires improvement because it is not consistently good. The teaching of mathematics over time is not yet fully effective.
- Teachers' subject knowledge in mathematics requires improvements. Teaching does not effectively address gaps in pupils' knowledge of key facts, such as number bonds and place value, nor provide enough regular opportunities to learn and apply these basic skills.
- In less successful lessons observed, pupils were unsure of the purpose of the learning, became disinterested because tasks did not fire their interest and did not work hard enough. Teachers did not always use assessment effectively to challenge all abilities and get the best out of them. As a result, the standard of behaviour dropped, which slowed learning.

- In the Early Years Foundation Stage and Key Stage 1 teaching is often good or outstanding. Key features of this teaching include high expectations of what pupils can achieve, strong links with parents, accurate assessment of what children know and can do, and secure teacher knowledge.
- In the Early Years Foundation Stage there is a good balance of adult-led activities and those children choose for themselves. Language is effectively developed through play and children were excited to investigate a crashed spaceship, deciding to whom it may belong and what the aliens looked like.
- Reading is taught well, especially for the younger pupils. The positive involvement of parents is adding to the momentum of improvement, with children quickly developing sound early reading skills.
- Throughout the school in the good and occasionally outstanding lessons teachers moved learning forward at a pace that suited the needs of all pupils. Questions effectively deepened pupils' understanding. These lessons were exciting and sustained pupils' interest. Additional adults supported effectively individuals or groups of pupils. For example, in a Year 1 lesson the teaching assistant supported a group of less confident children to identify and correctly pronounce a series of words with a common sound.
- The strong relationships that most teachers have with pupils, and rising expectations of the success pupils can achieve, are making a contribution to their faster progress.
- Marking in pupils' books is variable. In the best examples pupils receive clear feedback about their achievement and how to improve, especially in English. Teachers do not always provide further challenge to extend learning, and there was little evidence of pupils responding to advice in subsequent pieces of work.

The behaviour and safety of pupils

require improvement

- Although behaviour is improving, it requires improvement because the low-level disruptive behaviour of some pupils in Key Stage 2 disturbs others in a few lessons. This is not always dealt with effectively. A group of pupils and some staff reported inconsistencies in the way in which some adults manage behaviour. There was no evidence of any current parental concerns and no poor behaviour was observed at play.
- Behaviour is improving in response to changes to the deployment of staff and the reorganisation of their duties at lunchtime. Newly implemented strategies for managing pupils' behaviour are starting to take root, and pupils' own appreciation of school rules has been heightened. The school is embedding these new practices to ensure that all adults know what constitutes poor behaviour and deal with it effectively and quickly.
- Pupils reported that, occasionally, bullying still happens but that they are now well aware of how to deal with this. They know how to stay safe, including staying safe when using the computer, and the risk of cyber-bullying.
- Parents are very positive about the school, describing it as a caring community where their children feel safe. They appreciated that behaviour issues were being addressed and were pleased with the changes.
- Many pupils' attitudes to learning in the Early Years Foundation Stage, Key Stage 1 and in parts of Key Stage 2 are consistently positive. Pupils are courteous and well-mannered, play and learn cooperatively, are sensible and able to take turns. This is reflected in strong relationships with teachers and other adults in school.
- Attendance is average and pupils are generally punctual.

The leadership and management

require improvement

- Leadership and management require improvement because more needs to be done to accelerate progress, especially in mathematics. Nevertheless, the headteacher has effectively sustained improvement during a difficult period of change in senior leadership. These events hampered the implementation of change. Now that management is stable, changes are improving teaching,

pupils' progress and standards. The school is in a much stronger position to bring about further improvement.

- Although the monitoring of teaching is improving, it is not yet eradicating the weaker aspects in the teaching of mathematics. Training has not been provided swiftly enough to raise the confidence of staff in teaching mathematics. This is not the case in English, where training in teaching letters and sounds has been effective in improving reading.
- Teachers are set targets based on their performance and the progress pupils make, and this is becoming increasingly effective. Successful teachers are rewarded and newly qualified teachers well supported.
- Leaders ensure that the assessment of pupils' progress is now more accurate, which means that work is matched more closely to pupils' abilities. This is being more effective in English than mathematics because the school's focus has been on English. This good practice and ambition for pupils are not yet as strong in mathematics and the gap in pupils' skills is not narrowing as quickly.
- The governing body initiated a highly successful partnership with local schools that is improving teaching through shared planning and assessment of lessons by small groups of teachers.
- The curriculum is enriched by a broad range of visits and visitors. Years 1 and 2 enjoyed a day at the beach and older pupils have experienced a residential visit to an outdoor adventure centre. Pupils' books showed that they study a wide range of subjects and extend their writing skills in many.
- The school enjoys good links with the local authority, benefiting from support and advice.
- Safeguarding meets requirements. The learning mentor successfully addresses the emotional needs of many pupils, helping to create a harmonious school community.
- **The governance of the school:**
 - The governing body is well-informed. Governors review data and termly reports from the headteacher regarding the progress and attainment of pupils. They ask challenging questions and hold the school to account for any lack of progress. Governors understand why pupils have underperformed in the past and recognise that more needs to be done to secure higher levels of achievement in mathematics. Finances are managed effectively and ensure the pupil premium benefits eligible pupils. Governors have an accurate view of the quality of teaching, ensuring staff are rewarded appropriately, and have taken tough decisions to ensure that all teaching staff perform to an acceptable standard. Training is effectively raising the skills of all governors.

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	131570
Local authority	Leeds
Inspection number	406433

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Janie Percy-Smith
Headteacher	Jane Astrid Devane
Date of previous school inspection	14 June 2011
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