

# Quarry Mount Primary School

Pennington Street, Woodhouse, Leeds, West Yorkshire, LS6 2JP

**Inspection dates** 18–19 September 2013

|                                |                      |                             |          |
|--------------------------------|----------------------|-----------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good                        | 2        |
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| 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. It is not good because

- Achievement requires improvement. It is not good because pupils do not read widely and often enough. This is limiting pupils' access to the curriculum and learning.
- The quality of teaching is inconsistent. Too much requires improvement and some is inadequate.
- Leadership, management and governance require improvement because there has not been sufficient focus on the impact of teaching on pupils' learning. Historically, inconsistencies in the quality of teaching have not been identified and judgements about quality have been too generous. Consequently, performance has not been sharp enough to bring about improvement.
- Marking is inconsistent. It does not provide pupils with clear guidance on how to improve their work. Pupils are not given enough opportunities to respond to feedback from teachers.
- The outdoor provision for the youngest children is not yet good enough to promote physical development or keep them as safe as they need to be.

### The school has the following strengths

- The school provides exceptionally well for the spiritual, moral, social and cultural development of pupils.
- Relationships with parents and the community are very strong and parents value the support the school offers to them.
- Pupils enjoy school and say they feel safe. They say school cares well for them.
- The new headteacher has rapidly gathered an accurate evaluation of the school's position and has begun to take decisive and appropriate action with regard to school improvement.
- There is a strong sense of teamwork among the staff. Leaders have created a happy and harmonious school.
- The school has some good and outstanding teaching that has the capacity to support improvement.

## Information about this inspection

- The inspectors observed 17 lessons or parts of lessons taught by eight teachers. Seven were joint observations with the headteacher.
- Inspectors looked at a range of documentation including the school's own self-evaluation, school development plans, records of monitoring activities, anonymised performance management records, the school's data relating to the progress of pupils, minutes of governing body meetings, reports from the local authority, information relating to pupils with special educational needs, records of behaviour, attendance and safeguarding.
- In addition, inspectors watched assemblies, listened to pupils read and evaluated the quality of pupils' work in their books. They visited the Pupil Development Centre and breakfast club. They observed pupils as they moved around school, at play and in the dining hall.
- Inspectors looked at a range of other evidence including school displays, the school's website and work representing the school's wider achievements beyond the classroom.
- Inspectors also evaluated the school's arrangements for making best use of the pupil premium and the primary school sports funding. (Pupil premium funding is provided by the government to improve the performance of pupils known to be eligible for free school meals, those in the care of the local authority and those whose parents serve in the armed forces.)
- Inspectors held discussions with the headteacher and other school leaders, groups of pupils, parents, representatives of the governing body and a representative of the local authority.
- Inspectors considered the views of pupils, staff and parents. There were too few online responses in Parent View to be taken into consideration. However, inspectors talked to a number of parents before the start of school. Fourteen questionnaires were completed by staff.

## Inspection team

Anne Bowyer, Lead inspector

Her Majesty's Inspector

Rosemary Batty

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school in an inner-city area. Pupils are organised into seven classes.
- The proportion of pupils from Black heritage and a wide range of minority ethnic heritages are significantly above the national average.
- The proportion of pupils who speak English as an additional language is significantly above the national average.
- The proportion of pupils who are eligible for pupil premium funding is above the national average. These pupils are also the ones who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported by school action and with a statement of special educational needs is similar to the national average. It is below average for those at school action.
- The school has a children's centre and Pupil Development Centre on site which are inspected separately.
- The school has a new headteacher who took up post on 1 September 2013.
- Recently, the school has become part of a primary school trust known as The Lantern Learning Trust.
- The school has strong links with the University of Leeds.
- The school holds the Inclusion Chartermark and the Stephen Lawrence Award for equality work.

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

- Improve the quality of teaching and learning so that it is consistently good by:
  - ensuring teachers use assessment information with more precision to plan effectively and match work to pupils' different abilities and learning needs
  - improving the teaching and assessment of reading so that pupils have the necessary reading skills to read widely and apply their learning across the curriculum
  - consistently developing pupils' basic skills in mathematics so that they are able to recall number facts quickly, can work at a faster rate and have the skills necessary to help them solve problems
  - ensuring consistency of practice in marking and feedback, so that all pupils know how well they are doing and what they need to do to improve
  - directing the work of teaching assistants more consistently and effectively, so that they are able to give pupils the support they need to help them make progress.
- Improve the achievement of pupils by:
  - assessing pupils' reading accurately so that the books they read match the level they are working at
  - checking that pupils have a secure knowledge of the sounds that letters make and are able to apply these in their independent reading
  - ensuring pupils have clear targets to improve their reading faster and have more opportunities to read widely and often.
- Improve leadership and management by:
  - eliminating inadequate teaching and the teaching that requires improvement by sharing the

good and outstanding practice that is already in the school

- ensuring that there is a sharper focus on the monitoring of pupils' learning so that judgements about teaching and learning are more accurate and support teachers to improve their practice
- continuing to develop new middle leaders so that responsibilities are evenly distributed among staff and they are effective in supporting the raising of standards
- ensuring performance management targets are focused on the precise analysis of pupils' performance and help to close the gap for those pupils who are at risk of underachieving
- strengthening the governing body so that all governors take responsibility for monitoring and challenging the work of the school and have the skills and knowledge to do this
- improving attendance by developing the role of the learning mentor so that she is able to analyse attendance more robustly and so target her work with parents to encourage regular attendance and good punctuality.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement is not yet good because pupils do not read widely and often enough. Historically, leaders have not tackled with sufficient urgency the need to improve reading.
- Attainment at the end of Key Stage 2 fell in 2013 and the school has seen a notable dip in its combined mathematics and English performance. Nonetheless, school tracking data indicate that the strategies to improve achievement in mathematics have paid dividends across the school.
- Attainment in reading at Key Stage 1 is consistently significantly below the national average. The school's data for 2013 indicate an improving trend, but achievement remains well below the 2012 national average. Pupils make more progress in writing and mathematics than in reading.
- Children enter the Early Years Foundation Stage at well below the expected stages of development and make good progress to enter Key Stage 1 at below the level usual for their age. They consistently leave Key Stage 1 significantly below the level expected because of their reading, although they do make expected progress in all subjects.
- Observation of pupils' reading shows that there has been little progress for lower-ability pupils who did not reach the level expected for their age in Year 1. These pupils are still reading at levels significantly lower than those expected in Years 2 and 3. This is limiting their access to the curriculum and progress in other areas.
- The 2012 data, and the schools data for 2013, indicate that leaders are using pupil premium funding effectively to close the gap in achievement. Effective interventions have had most impact on improving speaking and listening at Key Stage 2. The school has clear strengths in supporting key groups of pupils such as those for whom English is an additional language, disabled pupils and those with special educational needs. Senior leaders recognise that the school has been less successful in improving outcomes for the most able.

### The quality of teaching

### requires improvement

- The quality of teaching is inconsistent. Too much requires improvement; some is inadequate. This means that progress in lessons is uneven across school.
- Where teaching requires improvement or is inadequate, teachers do not look carefully at what pupils have learned in each lesson when planning the next steps in learning. Consequently, they plan tasks that do not meet the needs of all learners and, in some cases, do not match the objectives of the lesson. For example, in a literacy lesson, pupils spent too much time colouring in, rather than developing their knowledge and use of adjectives. Some pupils were left for too long without help so did not remain on-task and chattered. This slowed the pace of their learning. In many lessons, there is insufficient challenge for the most-able pupils.
- The teaching of reading is not good enough to ensure that pupils have a secure knowledge of letters and sounds in order to read fluently, confidently and independently. When listening to pupils read, inspectors noted that pupils do not pronounce sounds correctly. Their reading books are not matched to their ability. They do not have clear targets to help them improve their reading. Some pupils and parents said that they do not always have reading books to take home.
- Despite the introduction of a marking and feedback policy during the last academic year, there are inconsistencies in the way teachers mark pupils' books. Most marking is celebratory and does not help pupils understand how to improve their work. Only the oldest pupils know and understand the purpose of marking and feedback.
- Not all teachers deploy teaching assistants effectively to support pupils' learning. For instance, teaching assistants do not provide active support during whole-class sessions. On occasions, teaching assistants talk over teachers. This impedes the pupils' ability to hear and follow the lesson.
- In better lessons where teaching is good or outstanding, teachers have a clear understanding of

what pupils can do, and need to learn. They plan learning tasks that support and challenge all pupils at the right levels. These teachers have high expectations. They constantly check on pupils' learning and intervene using skilful questioning to promote pupils' thinking and independence. They make purposeful links between different areas of the curriculum and promote the development of basic skills. As a result, in these classes, all pupils work hard and make progress within the lesson.

- Teaching in the Early Years Foundation Stage is consistently good and ensures that children have a good start to their development and education. Despite improvements since the last inspection, children are still limited in their opportunities to play, develop and learn outdoors. They cannot access this area easily and equipment to promote their physical development is limited.
- Most parents spoken to are positive about the teaching and learning. Several commented that the provision of books to share at home and the setting of homework have been inconsistent. Pupils confirmed this.

### The behaviour and safety of pupils

### requires improvement

- Attendance is below the national average. Leaders are taking well-considered steps to address this through the appointment of a full-time learning mentor. The transient nature of the school population has hindered improvements. A number of pupils at the school are from overseas and attend school while their parents study at the university. At the time of the inspection, some of these pupils had not returned from the summer break.
- In some lessons where teaching is inadequate or requires improvement, pupils' behaviour is not as good as it needs to be. Low-level disruption slows the pace of learning.
- Pupils say they feel safe and well cared for. Parents value the level of care and support the school provides. They say the school welcomes them 'warmly'. Those new to the school, often from other countries, feel well supported. They say their children settle quickly and enjoy school.
- Pupils say there is no form of bullying in their school. Even the youngest pupils know what bullying means. Pupils describe their school as 'unique', because it is so diverse. They talk animatedly about the theme days and activities that celebrate the many cultures they come from. There is a real sense of harmony.
- Generally, pupils respond well to the behaviour management system. They are polite and courteous at all times. Pupils are well aware of e-safety because the curriculum focuses appropriately on this.
- All staff are diligent in their supervision of pupils around the school. It is not an easy building to move around and some areas, such as the toilets and outdoor play area are not easy for the youngest pupils to access. There are many steps and levels for them to negotiate. Pupils know they must move around school sensibly and safely.

### The leadership and management

### requires improvement

- Previously, leaders have had an overgenerous view of teaching and learning. They have placed too much emphasis on observing teaching and not on evaluating how it is affecting pupils' learning. When monitoring, they have not focused sharply enough on the targets set in performance management. This has not helped some teachers to improve their practice. The new headteacher recognises that there is capacity for good and outstanding teachers to support others within the school.
- A relatively new tracking system is allowing leaders and teachers to track and monitor pupils' progress more regularly and precisely than they have previously. There is now a quicker response to any underachievement for groups of pupils. Leaders say this has had a positive effect on pupils' progress, particularly those pupils for whom pupil premium funding is allocated. The school's data for 2013 are indicating this to be so.

- Leaders have made a concerted effort to improve the effectiveness of middle leaders since the last inspection. However, changes in staffing have resulted in the deputy headteacher carrying a heavy and varied leadership role. Mindful of this, leaders have set up the necessary systems and training to distribute leadership across the school. This is at an early stage of development and, consequently, leaders have been unable to make all of the necessary checks and take action in some areas. For instance, they recognise there are likely to be inaccuracies in the assessment of reading. They have not been able to move swiftly enough to tackle this while having to address other aspects of school development, such as raising standards in writing and mathematics.
- Leaders and teachers have worked hard to develop plans, which promote opportunities for cross-curricular work. Inspectors observed an outstanding lesson in Year 6 that demonstrated the effectiveness of this. Skilful teaching allowed pupils to understand the purpose of the colon while writing about India. Through their talk and writing, pupils demonstrated the application of previous learning by using a variety of other grammatical and style features, as well as using subject-specific vocabulary. Pupils used a thesaurus confidently to consider varying and extending their use of vocabulary. However, in too many lessons, pupils struggle to apply the basic skills in mathematics and reading to their learning. This limits their access to the curriculum and slows their learning.
- The school's curriculum is broad and balanced and is rich in culture and the arts. There are many opportunities to take part in visits and theme days and work with specialist teachers, such as music teachers and artists. The school makes good use of its links with the university and takes part in an annual art event. Around school, inspectors noted some high quality artwork and music.
- The school's use of pupil premium funding is improving progress for this group of pupils. The school has seen particular success in the use of an intervention strategy to improve pupils' speaking and listening skills. Pupils in Year 6 said it has given some of their classmates the confidence to speak and has helped them to improve their work.
- The local authority provides 'light touch' monitoring and support to the school. It has recently increased this to ensure that the appropriate support is in place to enable the new headteacher to progress her clear vision for school improvement.
- **The governance of the school:**
  - Adequate information has been provided by school leaders to governors. Nevertheless, it has not been precise enough or always presented in a way, which allows all governors to question or challenge effectively.
  - The governing body is heavily reliant on a core group of members who have the knowledge and skills to challenge. Attendance at meetings is not consistent and some committee meetings are inquorate. Rightly, governors and the local authority have identified this as a concern. They have already suggested a review of governance.
  - Governors have spent a considerable amount of time in 2012/13 dealing with major issues such as the setting up of the new Trust and essential building works. The school is a Grade 2 listed building, which makes the process of repair and refurbishment difficult and cumbersome. It has reduced the time the governing body has been able to focus on other aspects of school improvement.
  - Although there have been attempts to improve opportunities for play outside the Reception class, the area is not fit for purpose and is hindering the children's development.
  - Governors use pupil premium funding appropriately to help raise standards for this group of pupils and have a reasonable knowledge of the impact of spending.
  - The headteacher has appropriate plans in place for the use of the primary school sports funding. Pupils are aware of this funding and speak with enthusiasm about the plans the headteacher has for it.



## 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> | 107889 |
| <b>Local authority</b>         | Leeds  |
| <b>Inspection number</b>       | 427312 |

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>                 | 4–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 182                                  |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Erica Ramsay                         |
| <b>Headteacher</b>                         | Karine Hendley                       |
| <b>Date of previous school inspection</b>  | 26 January 2011                      |
| <b>Telephone number</b>                    | 0113 245 5803                        |
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