

# Harehills Primary School

Darfield Road, Leeds, West Yorkshire, LS8 5DQ

**Inspection dates** 26–27 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

- During recent years, there has been a declining trend of attainment in reading, writing and mathematics in Key Stage 1 and in English in Key Stage 2.
- The gap between the standards reached by pupils supported by the pupil premium and other pupils is still too wide.
- The quality of teaching is uneven across the school. It is better in some year groups than in others.
- Teachers do not always insist upon the highest standards of which pupils are capable in reading, writing and mathematics.
- Teachers' marking is not as helpful as it could be.
- Attendance is below average.
- In some classes, pupils' attitudes to learning prevent them from making quicker progress.
- Many leaders, including governors, are new to their posts and the results of actions they have taken to boost the school's performance are yet to be fully seen.
- Leaders and teachers do not always use information about pupils' progress carefully enough in order to challenge underachievement or to plan learning tasks with precision.
- Leaders and managers do not have a fully accurate picture of the quality of teaching across the school.

### The school has the following strengths

- Pupils who stay at the school for some years usually make expected or better progress.
- It is a happy and cohesive community that embraces a wide range of cultures and languages. The school's ethos promotes diversity and the spiritual, moral, social and cultural development of pupils.
- Almost all pupils are well behaved, polite, respectful and willing to learn.
- Governors, parents and teachers work well together to help pupils stay safe.
- Well-established partnerships with other schools and the community allow good practice to be shared and developed.
- Children are given a good start to their education in the Early Years Foundation Stage.

## Information about this inspection

- Inspectors observed 28 lessons and part lessons including three joint observations with the headteacher and two assistant headteachers.
- Inspectors held meetings with teachers, leaders, governors and representatives of the local authority. They held discussions with pupils in small groups and informally, seeking out their views and ideas about safety, healthy lifestyles and learning. They listened to pupils read and observed their behaviour throughout the inspection.
- Inspectors analysed pupils' work across a range of subjects.
- Inspectors took account of parents' views by talking to them informally, checking through three parental surveys provided by the school and 13 responses to the online questionnaire (Parent View). They also considered staff responses to the inspection questionnaire.

## Inspection team

Rosemary Batty, Lead inspector	Additional Inspector
Tony Price	Additional Inspector
Edward Price	Additional Inspector
John Dunne	Additional Inspector

## Full report

### Information about this school

- Harehills is larger than the average-sized primary school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium funding is above average. (The pupil premium is additional government funding provided for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.)
- The majority of pupils are of Pakistani heritage. Other pupils are from a range of minority ethnic backgrounds, with increasing numbers of pupils of Roma heritage. There is a diverse range of cultures within the school.
- The proportion of pupils who speak English as an additional language is above average. Within the school, 31 different languages are spoken.
- The school holds the Level 3 Stephen Lawrence Education Standard Award.
- The proportion of pupils who join or leave the school at times other than the start of the school year is above average.
- Breakfast and after-school 'tea clubs' are provided in term time by the governing body.
- The school works in collaboration with a number of other schools in the local area to share common issues and seek solutions to them. It is a lead school for social and emotional literacy as well as attendance in the local area.
- There are strong links between the school and the neighbouring mosque.
- A number of teachers are currently on maternity leave and several other staff have left the school since the last inspection. Several middle and senior leaders are relatively new to post.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment in English and mathematics.

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

- Improve the quality of teaching by ensuring that:
  - teachers have higher expectations for individuals and groups
  - work is better matched to the needs of individuals and groups
  - marking and feedback are sufficiently informative for pupils to understand what they need to do to improve
  - the best practice in school is used more effectively to increase the proportions of good and outstanding lessons.
- Build upon the improving picture of achievement by making sure that:
  - teachers build upon pupils' learning, especially in basic skills such as reading and writing
  - assessment information is used more rigorously to identify underachievement and to plan more precise learning tasks.
- Ensure that leaders and managers have a more accurate picture of the overall quality of teaching and learning throughout the school by ensuring that:
  - new leaders make teaching and learning better by making more effective use of assessment

information.

- closer checks are made on the progress of those pupils known to be eligible for support through the pupil premium
  - strategies to challenge absence are improved so that the number of pupils who miss school too often is reduced.
- An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Most children enter the nursery with skills below those typical for their age, particularly in language. They make good progress as a result of a close focus on their individual needs. Nevertheless, many children leave the Early Years Foundation Stage with knowledge and skills that are still below average.
- Pupils' progress at Key Stage 1 is variable, particularly in reading and writing. This is because pupils do not always make the connection between taught phonics (the sounds that letters make) and the application of phonic knowledge to their independent writing or reading. Teachers do not always build upon pupils' previous learning because they often accept common and persistent mistakes in writing and spelling.
- In Year 1, the proportion of pupils reaching the expected standard in the phonics screening check in 2012 was below average; while it improved in 2013, it was still below the national average.
- By the end of Key Stage 1, pupils reach standards in reading, writing and mathematics that are still below average for their age.
- During recent years, there has been a declining trend of attainment in reading, writing and mathematics in Key Stage 1 and in English in Key Stage 2. The school has now arrested this trend, with the most recent assessments showing improvements in overall standards. While attainment still remains below what might be expected, the rate of progress from pupils' individual starting points is improving.
- By the end of Key Stage 2, the pupils who have been on roll for the longest have made good or better progress, particularly in mathematics where an increasing proportion reaches above average standards. However, reading and writing continue to be areas for development. This is because teachers often accept work that is poorly presented or has errors in basic skills, which means that pupils do not always use or apply knowledge and skills gained earlier.
- A continuing challenge for the school stems from the larger-than-average proportion of pupils entering or leaving the school at times other than the start of the school year. Many are new to speaking English or have limited language skills. Many new arrivals to the country have no previous experience of formal education, and some have wide-ranging needs. The school welcomes all groups and ensures that such pupils settle quickly into school and their learning. This is a testament to the school's drive for equality of opportunity.
- Pupils learn phonics at different rates. This early reading practice helps pupils to acquire technical skills, but does not always help them to develop their comprehension skills. Consequently, there are pupils who are able to read aloud from a range of books, and sound convincing, yet are unable to explain what they are reading because their vocabulary is limited.
- The proportion of pupils known to be eligible for free school meals and supported through the pupil premium is high. These pupils attain less well than their classmates in English and mathematics, with a wide attainment gap in 2012. Recent assessment data and inspection findings suggest that the gap is narrowing, but slowly.
- Disabled pupils and those with special educational needs make variable rates of progress. Pupils supported through school action make better progress in Key Stage 1 than those at school action plus. The situation is reversed in Key Stage 2. In both cases, attainment is below that of similar pupils nationally. However, inspection evidence indicates that such pupils often have complex and compound needs, and so meaningful comparisons with national data are difficult.
- When pupils leave Year 6, standards in English and mathematics are below those expected for their age. Even though progress has begun to quicken and attainment is rising, too many pupils are not fully prepared for their next stage of learning.

**The quality of teaching** requires improvement

- Teaching in both Key Stage 1 and Key Stage 2 is too variable and there is not enough good teaching across both key stages. There is some variability in the quality of teaching within some year groups.
- Teachers' expectations are not always high enough. Some teachers do not do enough to help pupils to apply previous learning across subjects. Phonic strategies are not always applied as an aid to spelling; handwriting is not used consistently, even in Year 6; basic skills such as the use of capitals and full stops are overlooked by pupils and some careless work is accepted by some teachers.
- Pupils are not always given the opportunity to write at length without work being carefully structured for them. For example, in a Year 6 class, each section of a piece of extended writing was supported by the teacher. This was effective, but did not help more-able pupils to explore writing at length independently. In other classes, there was reliance on worksheets, gap-filling activities or the expectation that pupils need only write one or two sentences. Teachers plan tasks that meet the needs of some individuals, but for others they are too easy or too hard.
- In the better lessons, teachers make sure that the work is well planned and matches the needs of all pupils. They continually check on progress and adapt lessons accordingly. They have high expectations of presentation and the amount of work that pupils are required to undertake in order to make progress.
- The support that teachers give pupils through marking varies. Where the school's new marking and feedback policy is already in use, it is effective because it gives clear guidance about what pupils should do next to improve and also gives pupils a chance to respond to the advice.
- Language development is a key focus and high emphasis is placed upon speaking and listening. Teachers face continual challenge from the different levels of language acquisition among pupils. The school is working well in this respect because pupils have considerable success in oral skills, but lag behind in written skills.
- Teachers now give reading a high priority. There is a new library with many new books. Guided reading and phonics are taught effectively in groups.
- Support given in class by additional adults is usually well focused and contributes positively to pupils' learning. Additional support provided through the pastoral system and the extended language team is also effective because it helps pupils to be ready for learning.
- The quality of teaching in the Early Years Foundation Stage is good.

**The behaviour and safety of pupils** require improvement

- Attendance is below the national average, with persistent absence well above that seen nationally. This directly affects the overall education of these pupils. The school is working alongside key families, and in partnership with other schools and the local authority, to improve attendance. There is some effective practice in place, but not all pupils attend regularly.
- There were two fixed-term exclusions during the 2012/13 school year. Staff provided appropriate support to manage the situation and prevent a recurrence.
- In lessons, most pupils are attentive and respond well to the adults who work alongside them. However, some pupils do not make the best use of time. Their attitudes to work are not always positive, although they do not disturb the learning of others.
- Most pupils are respectful of one another and of adults. Their differing cultural heritages and multiple languages are fostered and nurtured through the school's strongly inclusive practices. As a result, pupils work and play harmoniously.
- Older pupils act as food ambassadors or help younger pupils in the playground. The newly appointed school council has not yet begun to function effectively.
- Pupils say they feel safe and are given opportunities to develop safety awareness through planned visits and visitors. They say that some bullying does take place, but it is rare and is

managed well by the school. They understand the school's rewards and sanctions and feel that they are fair and applied well.

## **The leadership and management** require improvement

- Although areas of weakness in achievement and attendance are improving, more time is needed to boost and sustain these improvements and to encourage staff to see and share best practice. Consequently, leadership and management require improvement.
- Leaders collect information about pupils' progress and take steps to ensure that support is in place for those in most need. However, the rigour with which pupils' performance is checked is not yet sufficiently sharp, as some groups of pupils are not making fast enough progress.
- The pupil premium funding is targeted appropriately but its impact is not always apparent throughout the school. While the gap in attainment is narrowing between pupils who are known to be eligible for the pupil premium funding and their peers in some year groups, leaders have not yet fully analysed differences in rates of progress in all year groups.
- Leaders help other teachers to improve their skills in the classroom, although the use of assessment information to challenge underachievement and to plan support for all pupils is still underdeveloped.
- Leaders now have the skills and knowledge necessary to help the school improve. They have demonstrated that they can make a difference to the teaching and learning in school, as recent assessments indicate that attainment is beginning to rise. Well-structured systems and measures are in place to respond to the school's changing needs.
- The curriculum is broad and balanced, with a range of topics and activities to support the spiritual, moral, social and cultural needs of pupils as well as their physical well-being. Opportunities to develop basic skills across the curriculum are increasing.
- A strength of the school lies in its promotion of cohesion. It actively seeks a wide range of governors from different cultural groups to ensure that all heritage groups in the school are represented. The range and quality of extra-curricular provision ensure that pupils are equipped with skills that will enable them to adopt healthy life-styles.
- The school works well alongside other local schools to develop best practice and share solutions to common problems.
- Leaders ensure that child protection and safeguarding arrangements meet statutory requirements so that pupils feel safe.
- The local authority supports the school well, particularly in developing the skills and knowledge of middle leaders.
- **The governance of the school:**
  - The governing body is highly supportive of the school as it holds regular meetings at various levels to discuss and make decisions on a wide range of issues. However, not all statutory duties are fully met. Currently, governors are not reporting fully on the use of the pupil premium funding or the new primary school sports funding through the school's website. However, financial arrangements are robust, with clear priorities linked to school improvement issues. Governors ensure that performance management takes place, including that of the headteacher, and they check that appropriate training is in place for all staff. While governors hold the school to account for its performance through reports, meetings and feedback, they do not demonstrate the depth of understanding to question the effectiveness of teaching and learning for particular groups of pupils in some year groups.

## 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>	107925
<b>Local authority</b>	Leeds
<b>Inspection number</b>	425998

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>	726
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Shemilt
<b>Headteacher</b>	Margaret Broughton
<b>Date of previous school inspection</b>	7 March 2011
<b>Telephone number</b>	0113 235 0539
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