

Seven Hills Primary School

Appleby Way, Morley, Leeds, , West Yorkshire, LS27 8LA

Inspection dates 27–28 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils make at least good progress in English and mathematics throughout the school.
- Since the previous inspection, an increasing proportion of pupils are reaching the higher National Curriculum levels in mathematics and writing.
- Behaviour and attitudes to learning are good. Pupils have a good understanding of types of bullying and feel safe in the school.
- Attendance is improving and is above average because pupils enjoy coming to school.
- Teaching is good and is improving. A small proportion is outstanding. Teachers use questioning and resources effectively to promote pupils' thinking.
- The curriculum is inspiring and successfully promotes pupils' spiritual, moral, social and cultural development.
- The headteacher, the deputy headteacher and the governing body have purposefully created a vibrant and stimulating school environment. They have successfully improved pupils' achievement, behaviour and safety. The quality of teaching has improved from satisfactory to good in a very short space of time.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Teaching assistants are not consistently used well enough to fully support pupils' learning.
- Pupils' handwriting and presentation skills are not yet of a high enough standard.
- Middle leaders are new to their roles and do not yet have enough understanding of data; as a result, they are not fully involved in the monitoring and evaluation of the quality of teaching in their areas.

Information about this inspection

- The inspection team observed 23 parts of lessons and watched a whole-school assembly. Three lessons were observed jointly with the headteacher and deputy headteacher.
- Inspectors listened to pupils read in Years 1, 2, 3 and 6.
- Meetings were held with key staff, three members of the governing body and a representative from the local authority. Discussions also took place with two groups of pupils.
- Inspectors looked at a number of documents, including the school’s evaluation of its own performance, pupils’ work and minutes of governing body meetings. They also considered the school’s own data on pupils’ current progress, documents relating to safeguarding, child protection, attendance and behaviour.
- Inspectors took account of the 31 responses to the online questionnaire (Parent View) and analysed 32 questionnaires returned by staff.

Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
Maria McGarry	Additional Inspector
Elaine Maloney	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- Most of the pupils are from White British backgrounds.
- The headteacher was appointed in September 2012. The leadership team is new and has been re-structured.
- There have been many changes to the staff in Key Stage 1 throughout 2012.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. The pupil premium is extra funding for those pupils known to be eligible for free school meals, those from service families and those who are looked after by the local authority.
- The proportion of pupils supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school manages its own breakfast club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that:
 - teaching assistants are consistently used to maximum effect to support pupils' learning
 - Pupils improve their presentation and handwriting skills.
- Strengthen the roles of middle leaders by ensuring that:
 - they have a better understanding of the school's data in relation to pupils' achievement
 - They are more involved in the monitoring and evaluation of the quality of teaching and learning in their areas so that they can help to raise pupils' achievement to outstanding.

Inspection judgements

The achievement of pupils is good

- Children generally join the Early Years Foundation Stage with skills below those typical for their age. The weaker areas are in writing, mathematics and in personal, social and emotional development. Attainment at the end of Year 6 is above average. Pupils' achievement across the school is, therefore, good.
- Attainment at the end of Year 2 is normally broadly average, but it dipped in 2013, mainly as a result of disruption in staffing. Inspectors found that these pupils are now making rapid progress and are back on track to reach at least average standards.
- Reading has improved over the last three years. Phonics (sounds that letters make) is taught well for those who are at the early stages of reading. When pupils read to inspectors, they read unfamiliar words effectively by using their phonics knowledge. They also read with good expression. Pupils read regularly both at home and at school and thoroughly enjoy reading for pleasure.
- The proportion of the most able pupils reaching the higher Level 6 in writing at the end of Year 6 is above average. There is an above average proportion of pupils making more than the two levels progress expected. Pupils have many opportunities to write at length. Children in the Early Years Foundation Stage are effectively encouraged to develop their speaking and listening skills so that they have a solid foundation on which to develop their writing skills. Even though pupils produce high quality written work, their handwriting and presentation are not as good as they could be.
- Pupils make good progress in mathematics. The proportion reaching the higher Level 6 in this subject is above average. The proportion making more than the two levels of progress at the end of Key Stage 2 is also above average. This is because pupils are clear how mathematics is linked to the real world. For example, in a Year 3 mathematics lesson, pupils were given opportunities to discuss the relevance of why they needed to learn about subtraction and how this is linked to real-life situations.
- Children make good progress in the Early Years Foundation Stage. This is because communication and links with parents are good and staff get to know all the children before they start school. This helps the children to be confident, secure and settle quickly into the setting.
- Well-documented case studies demonstrate that disabled pupils and those with special educational needs make at least good progress from their individual starting points. Even though attainment is lower than their peers nationally, some have very complex needs but still achieve well. The leadership of the provision for these pupils works very closely with other specialist external organisations so that staff can provide good support for these pupils.
- The gaps between the performance of those pupils known to be eligible for support through the pupil premium and others in the school are narrowing and some have closed. In 2013, for example, those known to be eligible for free school meals were just over 1½ terms behind in reading, just over one term behind in mathematics but their attainment was broadly similar in writing. The funding is spent well, for example, ensuring that those eligible for the funding have extra reading sessions in very small groups. This shows how well the school is ensuring that all pupils have an equal chance of doing well regardless of their starting points.

The quality of teaching is good

- Teaching over time is typically good, with a small proportion outstanding.
- A strength in teaching is the way teachers plan comprehensively to meet the needs of the range of different abilities in the classroom. For example, in a Year 2 mathematics lesson, different groups of pupils were given appropriate levels of challenge at various times in the lesson. This helped to keep them involved in their learning for sustained periods of time and reinforced their progress.

- Teachers use a wide range of questioning effectively to challenge and promote pupils' thinking. This was particularly notable in a Year 1 lesson on the 'our world' topic. The teacher's good use of questioning helped to challenge pupils' thinking and give them a better understanding about the world around them.
- Teachers use technology and other resources available to support pupils' learning very well. This was seen in a Year 5 lesson where pupils were learning about the plight of Jewish children during the Second World War. The teacher showed a gripping piece of video footage of these events, which captured pupils' imagination and empathy skills effectively and, as a result, they produced some high quality pieces of writing.
- Teaching in the Early Years Foundation Stage is good. All adults use questioning well to stimulate the children's thinking skills. Teachers' planning takes into account children's interests and the learning environment celebrates their work well. Children are proud of the large giant that they made, which is now on display. They enjoy searching and talking about the different dinosaur bones that are hidden in the soil, which they have to order from largest to smallest.
- Teaching assistants teach those who need additional support effectively in small groups. However, there are occasions when they are not used well enough to support pupils' learning fully in the classroom.

The behaviour and safety of pupils are good

- Pupils' good attitudes to learning permeate all lessons. As a result, this creates a strong and positive working atmosphere in all classrooms where pupils display a thirst for knowledge. This is particularly noticeable when pupils are involved in topic work and are eager and excited to learn more about it. This is strongly evident in their homework, which is of a high standard.
- Pupils' behaviour in lessons and around the school is good. Pupils are very respectful towards each other and to all adults. They respond quickly to teachers' instructions so that no teaching time is wasted trying to get their attention. Staff, pupils and most parents agree that behaviour is good. There is a small minority of parents who disagree with this.
- Behaviour is not outstanding because there is some low level disruption. It is uncommon and is dealt with well when it occurs.
- Pupils have a good understanding of the different forms of bullying and they feel safe in the school. They say that it is rare for bullying to happen but when it does, it is in the form of name calling. They feel it is dealt with effectively. Pupils make positive comments about the learning mentors who, they say, they would turn to if they had a problem.
- The school council participates in and has influence over some of the important decision making in the school. For example, they have encouraged others to wear the appropriate school uniform.
- Attendance is above average and has improved over the last three years.
- The breakfast club operates within a bright and stimulating environment. It provides pupils with a calm and healthy start to their school day and is well attended.

The leadership and management are good

- The quietly competent and unique style of leadership by the headteacher, combined with the strong partnership with the deputy headteacher, has engineered rapid improvements to pupils' achievements, behaviour and safety, the quality of teaching and learning and leadership and management.
- The school's evaluation of its own performance is pertinent and accurate. The school's development plan is owned by all staff. It is clear and succinct, focuses on the correct priorities and is a useful tool to improve the school further.
- Senior leaders frequently monitor the quality of teaching and learning using a range of

techniques. All staff who work in the school have challenging performance targets to help to improve pupils' achievement. These targets are reviewed regularly. Inadequate teaching has been eradicated and where teaching was not good previously, relevant support was given, which had a positive impact on teachers' classroom practice.

- Middle leaders are fairly new into their posts and it is, therefore, too soon to see the full impact of their work. They are at the early stages of learning about the school's data and are not yet fully involved in the monitoring and evaluation of teaching in their areas.
- The curriculum is exciting and stimulating. It meets the needs and interests of all learners and is helping them to make good progress in all subjects. Pupils get plenty of opportunities to develop their skills in using new technologies. Trips and visitors to the school help to make the curriculum interesting. For example, poets come in to school and lead workshops, pupils have experienced the 'stamp out racism' work and have been involved in a school carnival. Activities such as these promote pupils' spiritual, moral, social and cultural development well.
- The Primary School Sports funding is used effectively to increase pupils' participation in sport and provide high quality physical education lessons. It is also improving teachers' skills in this subject. A range of sporting opportunities is offered to pupils both within and beyond the school day.
- Parents who spoke to inspectors said they receive good communication from the school and had no issues or concerns to raise.
- The local authority provides good support to the school through providing support for the leadership team and helping them to make links with other schools.

■ **The governance of the school:**

The governing body is stable. Governors have received much training to enable them carry out their roles and responsibilities effectively. All new members are fully inducted and attend any relevant training. All members are linked to an aspect of the school's work and monitor it rigorously. They have good links with the school council and ensure that they listen to their points of view of the pupils. They have a good understanding about the school's data. This helps them to have a clear overview of the school's strengths and areas for development and ensures they provide strong challenge to the school's leadership. They are fully aware of the impact the pupil premium is having on the achievement of those pupils known to be eligible for its support. The governing body is very clear about the movement up the teachers' salary scale in this school and has been involved in extensive discussions to ensure that teachers only receive financial reward if they meet their classroom targets in relation to pupils' progress. The headteacher's performance objectives are firmly in place. Governors ensure that all safeguarding policies and procedures meet statutory requirements and that the school rejects discrimination in all its forms.

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	107824
Local authority	Leeds
Inspection number	430889

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	425
Appropriate authority	The governing body
Chair	David Dewhirst
Headteacher	Richard Catherall
Date of previous school inspection	18 April 2012
Telephone number	0113 2527194
Fax number	0113 3074683
Email address	catherr01@leedslearning.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

