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4 December 2013

Mrs Z Adams
Executive Headteacher
Clapgate Primary School
Cranmore Drive
Leeds
West Yorkshire
LS10 4AW

Dear Mrs Adams

Requires improvement: monitoring inspection visit to Clapgate Primary School, Leeds

Following my visit to your school on 3 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- raise standards by:
 - setting milestone targets for the percentage of outstanding teaching expected, now that more is good
 - setting pupil progress targets for more than 2 level's progress, taking into account the national averages for 2013.

Evidence

During the visit, meetings were held with you, the Head of School, other senior leaders, pupils, the Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection and my first monitoring visit. The school action plan was evaluated. We visited lessons together.

Context

Since my last visit, there have been a number of changes to staffing. There is a new leadership team comprising of an executive headteacher, head of school, deputy headteacher and an assistant headteacher. One teacher has left and two are on maternity leave. Further changes are due in January. Leaders are making use of the formal collaboration with Westwood Primary School to second experienced teachers to the school.

Main findings

Leaders have revised the action plan in response to the recommendations from the first monitoring visit. The plan is now focused on what needs to be done to make progress against the areas for improvement. It has measurable milestones, which leaders use to check how well the school is doing. From this, they carefully evaluate and plan the next steps. These very clear and systematic set of actions have brought about rapid improvements since September, despite some significant staffing changes. Leaders have also been very mindful of other areas for development, such as improving provision in the Early Years Foundation Stage. They have taken urgent action to gather a much clearer picture of where the school is at and have left no stone unturned in seeking to make this a good school. Self-evaluation is accurate and honest.

Although the end of year data for 2013 indicates an improving trend, this is not sufficient to ensure pupils do as well as their peers nationally. The school did not meet the floor standards for 2013 set by the Secretary of State for education. This is clearly the legacy of underachievement inherited by the new senior leaders in June 2013. They have not been complacent and have taken urgent steps to tackle underachievement, so that pupils are now making rapid progress. Systems for checking and validating assessments have ensured that judgements are accurate and ambitious targets have been set from this baseline. Leaders are very aware of what needs to be done to secure good attainment and progress for all pupils.

Leaders have used the collaboration with Westwood Primary School effectively to secure good teaching and increase the capacity of the leadership team to bring about the improvements needed. Good and outstanding teachers from both schools have been used effectively to coach and mentor staff. This is having a very positive effect on staff morale and confidence. It has improved teaching, so that there is more good teaching than previously. Rigorous monitoring activities ensure there is an accurate view of teaching and teachers are given clear direction on what they need to improve, which informs their targets and appraisal.

Much has been done to raise teachers' expectations, knowledge and skills and this is impacting on pupils' progress and attitudes to learning. Pupils say lessons are better because they are more exciting. Their learning journeys help them to know what

they need to do next to make good progress. This motivates and challenges them. They enjoy reading now because they have a new reading scheme which means they enjoy what they read and consequently are reading more. They value the new resources they have to help them learn and changes to the school environment, such as the adventure playground and outside classroom.

Effective steps have been taken to develop middle leadership and distribute roles, so that there is the capacity to check on teaching and learning and pupil progress more frequently and rigorously than before. Consistent systems and procedures are increasingly embedded in practice. Leaders have undertaken the necessary training and/or have the necessary experience to be effective in their roles. They talk confidently about their areas of leadership and describe what actions have been taken and why. They are able to measure the impact of these actions on teaching and learning, pupil progress, attitudes to learning and well-being.

There has been a review of the governing body. It has been reconstituted to allow for the appointment of co-opted governors to ensure there is a better spread of skills and knowledge across the governing body. The Chair of Governors is very active in driving forward the development of governing body. Training is focused on need and governors are now more confident to ask questions and challenge leaders. They are taking part in monitoring activities to check the accuracy of the school's judgements.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The Local Authority commissioned the federation as a means of ensuring the school has the capacity to improve. It has provided support for action planning and continues to monitor and evaluate the school's progress. Much of the work to date has been focused on leadership and management.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Leeds and as below.

Yours sincerely

Anne Bowyer

Her Majesty's Inspector

The letter should be copied to the following:

- Chair of the Governing Body
- Local authority
- Helen Storey- Senior Her Majesty's Inspector