

Hugh Gaitskell Primary School

St Anthony's Drive, Beeston, Leeds, West Yorkshire, LS11 8AB

Inspection dates 4–5 December 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		Good	2
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

- Pupils' overall achievement is not good. The school does not yet do enough to ensure that all pupils, particularly the most able, always make good progress and achieve as well as they can.
- In 2012 and 2013, pupils reached standards in English and mathematics which were well-below average.
- The quality of teaching is not always consistently strong enough to raise pupils' overall achievement to good. In some lessons, pupils do not achieve as well as they should because work does not stretch them.
- At times, pupils do not get enough chance to work on ideas themselves. Occasionally, valuable learning time is wasted.
- Activities are not always set at the right level of difficulty and some activities are too easy for the most able.
- Pupils' attendance at the school remains just below national average.
- Leaders, managers and governors have not yet ensured that teaching and pupils' achievement have improved enough to be good.
- Not all subject and middle leaders have the skills to monitor the quality of teaching and learning so that they can play a bigger part in driving continued improvements.
- Governors do not always hold leaders sufficiently to account for the achievement of all pupils, particularly the most able.

The school has the following strengths

- The headteacher and deputy headteachers have ambitious and clear views of the school's priorities and what needs to be done to make further, sustained improvements. As a result, some improvement can be seen in improved teaching and better results for pupils currently attending the school.
- The Early Years Foundation Stage provides a good start for children and they make good progress.
- Because of improved tracking and monitoring systems, senior leaders have a more accurate view of the school's performance.
- When pupils join the school, they quickly develop good attitudes to learning and enjoy positive relationships with adults. This is a very welcoming school which provides a supportive climate for learning.
- The support put in place for pupils in most need is a strength. As a result, these pupils progress well from their very low starting points.

Information about this inspection

- Inspectors observed 28 part lessons, of which two were observed jointly with senior leaders.
- Inspectors carried out shorter visits to classrooms to assess pupils' work and learning and also looked at what the school provides for pupils before and after school hours.
- Meetings were held with pupils, senior and middle leaders, a subject leader, members of the governing body and local authority advisors.
- Inspectors looked at the school's documentation to gain an accurate view of its own performance, and scrutinised the school's plans for improvement, as well as a range of policies and assessment information. They also looked at pupils' work in books during lessons and through a formal scrutiny of pupils' work.
- The views of 19 parents were considered through the on-line questionnaire (Parent View). The views of 40 members of staff expressed through a staff questionnaire were also taken into account.

Inspection team

Gary Kelly, Lead Inspector

Additional Inspector

Sharon Lambert

Additional Inspector

Edward Price

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- The proportions of pupils from ethnic minority background and whose first language is not English are well above average.
- The proportion of pupils for whom the school receives the pupil premium is well above average. The pupil premium is additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children from service families.
- The proportion of disabled pupils and those with special educational needs who are supported by school action is below average.
- The proportion supported by school action plus or with a statement of special educational needs is well above average.
- An above average proportion of pupils leave or join the school partway through their primary education and this is increasing. Some pupils who join the school are new to speaking English.
- There have been changes to the school's leadership since the previous inspection. A new deputy headteacher has been in post since Easter 2013, and there have been some changes to the school's governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better across all year groups and in all lessons by:
 - ensuring the most able pupils undertake work that challenges them and enables them to reach their full potential in lessons and across all year groups
 - ensuring teachers use on-going assessment of pupils' progress in lessons so that work challenges and meets the needs of all groups of pupils
 - ensuring pupils start to learn as quickly as possible in lessons, and that no time in lessons is wasted.
- Further improve leadership and management by:
 - developing the skills of subject and middle leaders so they can take a lead role in monitoring and improving the quality of teaching and learning
 - developing further and maintaining the school's approach to improving attendance so that it is in line with or better than the national average
 - developing further the skills of governors to enable them to ask searching questions when holding the school to account for the achievement of all groups of pupils.

An external review of governance 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

- Achievement requires improvement because, over the last three years too many pupils, including the most able, have left the school in Year 6 not having achieved the standards expected of them because of inconsistencies in the quality of teaching.
- Although the majority of pupils currently attending the school are making good progress, in 2012 and 2013, pupils' attainment in the national tests at the end of Key Stage 2 in combined reading, writing and mathematics was well below the national average.
- Over the last three years, pupils' progress in all year groups in Key Stage 2 has not been consistently good in reading, writing and mathematics.
- Indeed, pupils' progress between Year 1 and Year 6 has not been fast enough and not enough pupils have been able to achieve more than is expected of them. This is particularly the case for a small number of the most able pupils who have not achieved highly enough.
- Children enter the Early Years Foundation Stage with knowledge, skills and understanding which are well below those typical for their age. However, due to the improved teaching of literacy and numeracy and opportunities for children to explore and work things out for themselves, they make good progress and are now better prepared for learning in Year 1.
- The school's latest assessment information for pupils currently attending the school shows that pupils are now making increasingly good progress across all year groups and in all lessons, although this has not consistently been the case in the school over time.
- The school has improved its systems to track pupils' progress and identify underachievement and is making a concerted effort to improve the quality of teaching. As a result, the proportions of pupils making and exceeding the expected levels of progress are increasing across the school.
- The school is now providing better quality activities and interventions for younger pupils to develop their knowledge of letters and sounds. They are increasingly confident in building letters and sounds into words and sentences. In 2013, Year 1 pupils improved their results and an average proportion of pupils met the expected standard in the check of their understanding of the sounds that letters make (phonics).
- Pupils from minority ethnic groups and those who speak English as an additional language are catching up quickly with their peers because they are fully involved in classroom activities and develop speaking and listening skills quickly.
- The increasingly large numbers of pupils who arrive part way through the school year and are new to speaking English, do well because of the high quality care, guidance and support that the school puts in place for them and their families.
- The school has significantly high proportions of disabled pupils or pupils who have special educational needs. However, because of the high quality support and intervention they receive, the gaps in the achievement between these pupils and their peers is closing.
- In 2013, Year 6 pupils supported by the pupil premium funding, including those known to be eligible for free school meals, attained less well in English and mathematics than their peers. However, the school's latest assessment information indicates that the gap has narrowed to just over one term in reading and writing, and two terms in mathematics for these pupils because of improved teaching. This reflects the school's commitment to ensuring every pupil has an equal opportunity.

The quality of teaching

requires improvement

- The quality of teaching over time requires improvement because it is not yet consistently good in all year groups and lessons to ensure pupils' achievement is good.
- Teachers generally use the school's improved assessment information to plan lessons which allow pupils to learn and make at least expected progress. However, in some lessons pupils, including

the most able, are not expected to complete work of sufficient difficulty to deepen their knowledge and so make sure they make faster progress.

- In these lessons, pupils rely too heavily on the teachers and teaching assistants to support their learning and do not spend enough time thinking through activities and problems themselves.
- In some lessons during the inspection, teachers did not check the progress pupils were making regularly enough, in order to adapt the tasks and add more challenge as required. As a result, some pupils, including the most able, did not make good progress.
- Teachers' marking and assessment of pupils' work in books is consistently good, providing pupils with information on how to improve their work. Opportunities for pupils to respond to teachers' feedback are provided regularly so they can improve their work and learning further.
- The school has recently implemented more effective tracking and monitoring procedures, which are used to support pupils who fall behind, particularly for those pupils whose circumstances make them potentially vulnerable. As a result, pupils in most need of help, including disabled pupils, those with special educational needs and those supported by the pupil premium made better progress in 2013. The school's latest assessment information indicates that this trend is set to continue.
- Teaching assistants and behaviour mentors use a sensitive approach and are deployed effectively to encourage pupils whose circumstances make them more vulnerable to take an interest in what they are learning and to make at least expected progress.
- Teachers often plan opportunities for pupils to work together. This was seen in an outstanding Year 5 mathematics lesson, when pupils were challenged to solve problems individually and in groups using their mathematical skills to solve real-life problems. In this lesson, the teacher and highly skilled teaching assistant set the scene well for learning and ensured all pupils were engrossed in their work and made outstanding progress.
- The school has improved its approach to the teaching of literacy and numeracy, including as part of work in other subjects and through the school's 'Basic Skills' curriculum.

The behaviour and safety of pupils are good

- The school has been relentless in its approach to improving the behaviour of pupils. As a result, pupils engage well with each other and adults and there is a highly positive learning environment from which pupils benefit.
- Pupils are respectful, courteous and inquisitive. They are very proud of their school and are quick to engage in conversation with visitors. Their behaviour in classrooms and around the school generally is consistently good.
- Pupils enjoy being rewarded for their positive behaviour, with letters home and the many other opportunities they have to celebrate their good behaviour.
- The school has implemented strategies for ensuring good behaviour, which are consistently applied and there have been no permanent exclusions at the school in recent times.
- Pupils have very positive attitudes to their work and they consistently demonstrate a thirst for learning in lessons. This is only rarely interrupted when lessons do not provide enough interest and challenge to keep them motivated.
- Pupils told inspectors that they believe behaviour to be generally good and that they feel safe in school. They have a good awareness of internet safety and how to stay safe in school and in the wider community.
- All pupils get on well with each other and they say that bullying or racist and homophobic behaviour is very rare and any would be dealt with effectively by the school.
- Pupils enjoy the responsibilities they are given and there is an active school council. They meet regularly to discuss school issues and improvements and recently took on the responsibility of being school leaders for a day.
- Attendance continues to improve and is now just below average. Attendance is improving because of the high quality work the school does with pupils and their families to ensure they

fully understand the value of coming to school.

- Almost all parents who responded to the online questionnaire, Parent View, agree that behaviour and safety at the school are good.

The leadership and management

requires improvement

- Leadership and management require improvement because strategies and plans to improve the quality of teaching and learning have yet to demonstrate fully their impact on pupils' achievement over time. In addition, although attendance continues to improve, it has not yet reached the national average.
- The skills of subject and middle leaders are not sufficiently developed to enable them to take responsibility for ensuring the quality of teaching and learning in their areas and that, in turn, pupils' achievement continues to improve.
- The headteacher and deputy headteachers have put in place ambitious plans to bring about sustained improvement. These plans are underway and there is a strong team ethic and sense of purpose to continue to improve the quality of teaching and raise pupils' achievement further.
- The leadership of the Early Years Foundation Stage is good and children enjoy a strong start to their education.
- Improved leadership and its impact can be seen in the good and better teaching observed during this inspection and the school's latest assessment information shows current year groups in the school are doing better than in the past.
- The school's strategy to improve pupils' literacy and numeracy skills since the last inspection has brought about improvements for pupils. This strategy is now becoming more consistently applied across all subjects and year groups.
- The headteacher and governors have ensured there is a clear link between progression through the salary scale and performance for leaders and teachers at all levels. Professional development is clearly linked to the school's priorities and teachers are keen to continue the journey of improvement.
- The school's 'Basic Skills' curriculum and the promotion of pupils' spiritual, moral, social and cultural development is a strong feature of the school. Pupils have many opportunities to participate in music, singing, art, sports and extra-curricular activities.
- Pupil premium funding is used increasingly effectively to close gaps in attainment in English and mathematics between pupils known to be eligible for support through this funding and their peers. However, a small number of the most able pupils who are entitled to support through this funding should do better.
- The school's allocation of the new Primary School Sport funding is used effectively to promote pupils' physical well-being and sports activities to further enhance pupils' healthy lifestyles. These activities are taught by specialists who are developing the skills of the school's staff to ensure longer-term sustainability in this area.
- The school's own questionnaires, and the online questionnaire for parents, 'Parent View', show that parents believe the school is well led and managed.
- The local authority is providing the school with good support to improve the quality of teaching and raise pupils' achievement further.
- **The governance of the school:**
 - The governing body is committed to the continued improvement of the school. They provide a generally good level of support and challenge to senior leaders. However, further development is required so that governors have the skills to better hold the school to account for the achievement of all pupils and groups of pupils. Governors have supported the headteacher to ensure there are policies in place which link pay progression to the progress pupils make and teachers' performance. The governing body have worked with the school to ensure its financial health and have a good understanding of the use and impact of pupil premium funding. Governors ensure barriers to learning are removed for the most disadvantaged pupils.

All statutory duties are met, including arrangements for safeguarding.

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	107959
Local authority	Leeds
Inspection number	425770

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	565
Appropriate authority	The governing body
Chair	Geoff Sharp
Headteacher	Margaret Beesley
Date of previous school inspection	29 February 2012
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