

# Armley Primary School

Salisbury Terrace, Leeds, West Yorkshire, LS12 2AY

## Inspection dates

2–3 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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 good progress in mathematics and writing and outstanding progress in reading.
- Much of the teaching is good and some is outstanding.
- Pupils are given clear instructions and set to work quickly. Work is set at the right level, well matched to pupils' abilities and needs. As a result they make consistently good progress throughout the school.
- Teaching assistants provide good support to pupils who need extra help with their work. They are well managed and use their initiative well.
- Pupils behave well. They say they are safe and enjoy school. Attendance is above average.
- Leaders and managers regularly check the progress pupils are making. They identify those who need additional support quickly and provide extra help to stop them falling behind.
- Leaders, managers and governors have a strong focus on ensuring that teaching is good. This has had a positive impact on overall improvements and in ensuring that achievement is also good.
- Governors use their skills well to support and challenge the leadership team in order to achieve their high ambitions for the school.

### It is not yet an outstanding school because

- Pupils do not always have the chance to write extensively or to use their mathematical skills in other subjects.
- Occasionally, questioning is not used skilfully enough to deepen the understanding of all pupils.
- Leaders and managers have not ensured that all teaching is good or better, particularly in the teaching of English grammar, punctuation and spelling.

## Information about this inspection

- Inspectors observed 16 lessons taught by nine teachers. One of the teachers is from the local high school and teaches music to Year 6 for one lesson each week. Three observations were undertaken jointly with the headteacher.
- Inspectors spoke to two groups of pupils about their learning in lessons and their safety in school. Inspectors also listened to some pupils reading.
- Meetings were held with a group of governors including the Chair of the Governing Body, school staff and a representative of the local authority. Inspectors also looked at the school's review of its own performance, its development plan, subject development plans, school policies and the minutes of governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at pupils' work in lessons and analysed a sample of pupils' books.
- Inspectors analysed the 88 response to a recent questionnaire sent out by the school. There were too few responses to the online questionnaire (Parent View) for information to be compiled. There were 16 questionnaires completed by staff, which were analysed by inspectors. Inspectors spoke to some parents at the start of the day and during the school day.

## Inspection team

James McGrath, Lead inspector

Additional Inspector

David Fann

Additional Inspector

# Full report

## Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of boys and girls varies considerably in each year group. Overall, the proportion of girls in school is below average.
- The proportion of pupils known to be eligible for the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is above average. Most of these pupils are of Polish heritage. The proportion of pupils who speak English as an additional language is well-above average.
- The proportion of pupils supported at 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 joining or leaving the school at other than the usual times is well-above 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 provides a daily breakfast club and food is also provided for pupils after school.
- There have been significant changes to teaching staff since the last inspection.

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

- Improve the quality of teaching so it is consistently good or better in order to further raise pupils' achievement in writing and mathematics by:
  - eradicating the small minority of teaching that requires improvement
  - creating more opportunities for pupils to write more extensively and use their mathematical skills in different subjects
  - questioning more skilfully to strengthen the pupils' understanding ensuring learning proceeds at a rapid pace.
- Increase the impact of leadership and management by:
  - ensuring all staff, including teaching assistants, have the skills to support and teach English grammar, punctuation and spelling to its highest level.

## Inspection judgements

### The achievement of pupils

**is good**

- Children start in the Nursery with skills that are well below those typically expected for their age. They are particularly low in reading, writing, speaking, mathematics and personal and social skills. Good and outstanding teaching, well-planned activities and an exciting outdoor play area help children develop well. They enter Key Stage 1 with skills that are below average.
- Standards at the end of Key Stages 1 and 2 vary and are sometimes affected by pupils joining the school other than at the usual times, sometimes in Year 6, often with low starting points and with some not speaking any English. Good or better teaching helps these pupils, others who speak English as an additional language and those from minority ethnic groups to make good progress.
- Key Stage 1 pupils make good progress, although standards in 2013, in reading and mathematics, were well-below average. Standards in writing were below average. School records and inspection evidence show that standards are set to rise to average in reading and above average in writing and mathematics at the end of this school year.
- In 2013, in the most recent screening check for reading at the end of Year 1, pupils' skills in linking letters and sounds to read words (phonics) was above those expected nationally and this represents excellent progress from their low starting points.
- Those pupils leaving Year 6 in 2013 started Key Stage 2 with standards that were well-below average. By the end of Year 6 they had made good progress in writing and mathematics to reach standards that were below average. They made outstanding progress in reading to reach average standards. Their standards in English grammar, punctuation and spelling were below average and lower than in reading, writing and mathematics.
- Pupils who speak English as an additional language make similar progress to other pupils.
- The very few most able pupils attain the same standards, and make the same progress, as similar pupils nationally. They receive good individual help both inside and outside lessons to support their good achievement.
- Due to the excellent support they receive from teachers and teaching assistants, disabled pupils and those with special educational needs make outstanding progress in reading, writing and mathematics. This shows the school's good commitment to equality of opportunity for all.
- Pupils eligible for the pupil premium make good progress. The attainment of eligible pupils in Year 6 in 2013 was two years behind their peers in mathematics, two terms behind in writing and four terms behind them in reading, as their starting points were much lower than other pupils. School information and inspection evidence indicates that pupils eligible for free school meals will reach similar standards to others in reading, mathematics and writing in 2014.
- Reading is a strength of the school. High-quality teaching of reading, along with the excellent skills of teaching assistants helps pupils make impressive progress. Meticulous records are kept by those who listen to pupils reading. This leads to well-targeted support, which improves reading for all pupils. For example, after swimming lessons pupils are taken to the local library so they can select their own books. Pupils enjoy reading as the school promotes it exceptionally well.

### The quality of teaching

**is good**

- Teaching is good as pupils are clear about what they are going to learn and what they are going to do. Appropriate amounts of praise and encouragement are used to motivate pupils. Pupils settle quickly to their work and make good progress with tasks they undertake.
- Pupils' work is mostly at the right level. It is checked regularly to see if it is too easy or too challenging for pupils and re-adjusted if necessary. An excellent example was seen in Year 1 where pupils were confidently using their reading skills to help with their writing. Pupils were supported well when necessary and challenged to improve their writing and the quality of their

spelling.

- Learning activities makes good use of information about pupils' previous work and understanding. For example, in Year 6, pupils used computers to complete work targeted specifically to correct any misunderstandings identified from their previous lesson. They used the computer software confidently and with skill to improve their learning.
- Learning proceeds at an appropriate pace and pupils are fully engaged in their work. Learning slows occasionally, for example, when pupils spend too much time copying out what they are supposed to learn, which limits the amount of time they have to complete the work set.
- Questioning is used well to involve pupils and to search out what they understand. Occasionally, questioning is not used skilfully, as it assesses only what an individual might know and not to search out the knowledge of others or to deepen their understanding.
- Work in pupils' books shows they are taught writing and mathematics well. They did very well in answering questions about the books and articles they were reading. However, pupils' English grammar, punctuation and spelling are not always progressing consistently well as pupils are not prompted to use these skills well enough. There are not enough opportunities for pupils to write at length or use their mathematical skills in other subjects.
- Teaching assistants make an exceptional contribution to the learning of pupils. They are managed very well and support pupils very well. They work skilfully with individuals or groups of pupils, use their initiative well and check the work of many pupils.
- Behaviour is very well managed. When there are instances of misbehaviour from challenging pupils it is dealt with swiftly and retains the dignity and respect of the pupils.

## **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. They follow the instructions of their teachers very well and are keen to learn. Occasionally, some pupils lose concentration and have to be prompted by their teachers to focus on their work. The calm environment and the interesting work in the Early Years Foundation Stage help children to develop good attitudes to learning.
- Around the school pupils are well behaved as they know what is expected of them. They are exceptionally polite and are confident when speaking to adults.
- Pupils get on well together at lunchtimes and playtimes. They are very active in their play and enjoy the games that are marked out for them to play in the playground. Playground 'buddies' look after younger pupils and ensure they are safe and happy in the expansive playground. Pupils enjoy school and are proud of their school.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe knowing that they are well-supervised by staff who are 'kind and helpful'. The few school rules are known exceptionally well by the pupils. They summarise them by saying, 'We know we must all be the very best we can be.'
- Pupils say, 'Bullying is a thing of the past.' Bullying is rare and pupils know that it is not tolerated by the school. They are confident that, when bullying is reported, the school takes swift action.
- They have a good understanding of internet safety and know what to do should there be any cyber-bullying or communications from unknown people. The school educates pupils well in assessing risk and pupils gain a clear understanding of 'stranger danger', road safety and other aspects of safety.
- Many pupils attend the daily breakfast club organised by the school's family liaison officer. This and the after-school provision make a good contribution to pupils' health and well-being. Pupils' behaviour is impeccable at these morning and evening sessions.
- Attendance has improved and is above average. Rewards for good attendance and celebration assemblies promote attendance well. For a very small number of pupils the school's pastoral team go into the community with education welfare officers to bring them into school.
- Staff and parents are overwhelmingly confident that children are safe and happy at school and behaviour is good.

## The leadership and management are good

- The work of the headteacher is highly regarded by governors, staff, parents and pupils. Her high expectations and the actions she has taken have led to improvements in teaching and achievement, which are now good.
- Middle leaders are supporting the headteacher well. Subject leaders take full responsibility for leadership of mathematics and literacy. This has assisted in driving up standards and progress in these subjects.
- Leaders have an accurate view of the school's strengths and areas for improvement. However, leaders have not used their findings sufficiently well to ensure all staff, including teaching assistants, have the skills to teach English grammar, punctuation and spelling to its highest level.
- Pupils' progress information is used well to drive up standards for all groups of pupils. In particular, the special educational needs coordinators use this information exceptionally well to plan specific targets for disabled pupils and those with special educational needs. This leads to these pupils make outstanding progress.
- Systems to check the performance of teachers are robust and identify the skills they need to improve. There is an effective performance-review system and teaching assistants have benefited from this process and the quality of their work is consistently strong.
- Newly qualified teachers are supported well by the headteacher and other teachers. The school has a good programme of training, which involves seeing good and better teaching both inside and outside of the school. This is helping them develop well.
- The curriculum provides exciting opportunities for pupils. They visit local historical sites, the theatre and ballet. Inspectors saw good opportunities for parents to work closely with their children investigating science and making Easter bonnets. Pupils' good work in art, religious education and music along with the many additional clubs available to them contribute well to pupils' spiritual, moral, social and cultural development.
- The additional money provided to improve sporting opportunities is used well to ensure that all pupils are given opportunities to swim and to increase the number of sports, including judo. The school works with a local sports school partnership to increase the amount of competitive sport available. Pupils say they enjoy sport and there are more opportunities to get involved now.
- Parents have a very positive view of the work of the school. The school makes good efforts to include parents in their children's learning. The school's family support workers engage strongly with parents and plan activities for them so they can get to know the school better. Parents know the progress their children are making as teachers are readily available at the start and the end of the school day. The termly parents' evenings are well attended.
- The local authority has provided good support for the school. It has supported the work of governors in checking on the work of the school regularly and effectively. They have brokered support in developing work for those pupils who are new to speaking English as an additional language as well as striking up school partnerships to assist in developing teaching so that it is now good.

### ■ The governance of the school:

- Governors have a good understanding of how well the school is doing. They visit the school to see the work of the pupils and teachers. Governors are clear about the progress being made by the pupils through their Joint Review Group. They challenge and support the headteacher very effectively and know that pupils' achievement and the quality of teaching are improving. Governors work closely with the headteacher to influence the priorities in the school's improvement plan. They have a good range of skills with people from education, business and finance. They have audited their training needs and are working with the local authority to ensure that they have appropriate skills to contribute further to school improvement. They use their skills to check the school's budget and have approved the use of pupil premium funding and know its impact. Governors understand the arrangements linking teachers' performance to pay. The school's arrangements for safeguarding meet statutory requirements.

## 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>	107960
<b>Local authority</b>	Leeds
<b>Inspection number</b>	434127

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>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jon Hosegood
<b>Headteacher</b>	Christine Burrill
<b>Date of previous school inspection</b>	20 November 2012
<b>Telephone number</b>	0113 2639216
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