

# Outwood Primary Academy

## Ledger Lane

Ledger Lane, Wakefield, West Yorkshire, WF1 2PH

### Inspection dates

7–8 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- The vast majority of pupils achieve well across all key stages.
- Most pupils make good progress overall in the Early Years Foundation Stage and in Key Stage 1 where attainment is generally above average by the end of Year 2.
- Attainment is well-above average in reading, writing and mathematics by the end of Year 6.
- Pupils with special educational needs, and those from minority ethnic backgrounds, achieve particularly well, because all adults provide timely challenge and high quality support.
- Teaching is typically good and some is outstanding.
- Pupils' spiritual, moral, social and cultural development is strong. It is promoted very effectively through the good relationships in the school, and a wide range of stimulating activities, and educational visits.
- Arrangements to keep children safe are good. Parents and staff say how much this is a priority of the school's leaders. Behaviour is good. Pupils feel safe.
- The chief executive of the Academies Trust and members of the academy's governing body are highly effective in holding the academy's leaders to account. They share the same ambition as the principal in providing high-quality education for all pupils, so that they are well equipped for their future lives.

#### It is not yet an outstanding school because

- A small minority of children does not make enough progress in the Reception Year because activities do not always stimulate their learning.
- In Key Stage 1, work is not always challenging enough for the most-able pupils in writing and mathematics.
- A small proportion of teaching requires improvement. This is when teachers do not check systematically the progress pupils make in lessons.
- Attendance, although improving, is only just average and not as high as it should be.

## Information about this inspection

- Inspectors observed teaching in 17 lessons, of which two were joint observations with the principal. Inspectors also listened to pupils from Years 2 and 6 read.
- Pupils' work was sampled informally in lessons, and inspectors looked at a number of Year 6 and Year 2 pupils' English, mathematics and humanities books in detail to gain evidence about the quality of teaching and pupils' progress over time.
- Inspectors also reviewed a range of documents, including the academy's own data on current pupils' progress, planning and monitoring documentation, minutes of the governing body and Academy Trust meetings, records relating to pupils' behaviour and attendance, and documents pertaining to safeguarding.
- Meetings were held with pupils, governors, and academy staff, including those with management responsibilities. A discussion also took place with the chief executive of the Outwood Grange Academies Trust.
- Inspectors evaluated the 28 responses of parents to the Ofsted on-line questionnaire (Parent View), and responses by parents to a recent academy questionnaire. Inspectors took account of the views of 22 members of the academy's staff through the inspection questionnaires they returned.

## Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Susan Davis

Additional Inspector

Lesley Clark

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium is similar to that seen nationally. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- A much smaller proportion of pupils come from minority ethnic backgrounds than seen nationally. The proportion who speak English as an additional language is also well below average.
- The proportions of pupils supported through school action, school action plus or with a statement of special educational needs, are similar to those found nationally.
- The academy met the government's current floor standards in 2013, which are the minimum expectations for pupils' attainment and progress.
- The school became a converter academy and part of the Outwood Grange Academies Trust in December 2012. When the predecessor school Outwood Ledger Lane Junior and Infant School was last inspected, it was judged to be satisfactory.

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

- Accelerate pupils' progress further in the Early Years Foundation Stage and Key Stage 1 by:
  - ensuring that a small minority of children's communication and social skills are improved in the Reception Year, especially during outdoor activities, providing more consistently challenging activities for a small minority of the most-able pupils in Years 1 and 2 in writing and mathematics, so that more attain the higher levels by the end of Year 2.
- Eliminate the small proportion of teaching that requires improvement, and increase further the proportion that is outstanding, by:
  - ensuring that teachers systematically check pupils' understanding in lessons and adapt work to take full account of their varying abilities, so that they learn exceptionally well
  - ensuring that all teachers' written feedback on pupils' work is of a high quality and indicates successfully the next steps required
  - making sure that, in the Reception Year, teaching, especially outdoors, provides children with more opportunities that motivate them to make the best possible progress in developing their communication and social skills.
- Embed recent and successful initiatives to improve pupils' attendance so that overall attendance in the academy is securely above average by summer 2015.

## Inspection judgements

### The achievement of pupils is good

- Overall, children achieve well in the Early Years Foundation Stage. From starting points that are generally typical for their age, the vast majority develop good overall skills.
- In the nursery, children make good progress because of the good and stimulating range of activities provided. Progress for a small minority of children in the Reception Year requires improvement because there are not enough opportunities for children to develop their communication and social skills.
- In Key Stage 1, the vast majority of pupils make good progress, and attain above average standards, especially in reading, which is taught very effectively. Achievement in writing and mathematics is good overall, but a small minority of the most-able pupils do not attain the highest levels in these subjects by the end of Year 2, because they are not always given challenging enough work.
- Almost all pupils make at least good progress in writing and mathematics across Key Stage 2, with some making outstanding progress in reading. Overall standards are well above average by the end of Year 6 and high in reading. In writing, pupils set out their ideas in a logical manner, write fluently for different audiences, and use grammar and punctuation to good effect. In mathematics, they are enthused by the practical problem-solving opportunities, set in 'real life' contexts, and benefit considerably from well-orchestrated daily mental calculation practice. Almost all pupils are fluent and expressive readers by the end of Year 6. They develop a love of reading, reading for pleasure at home, as well as in school.
- In 2013 at the end of Year 6, pupils known to be eligible for free school meals were approximately one year behind their classmates in reading, writing and mathematics combined. School data, confirmed by inspection evidence from lesson observations, discussions with pupils and scrutiny of work, show that any gaps in attainment are narrowing rapidly and securely across the school. These pupils and others supported by the pupil premium make similar good progress to that of other pupils in the school.
- The school provides effective additional support for those at risk of falling behind. Pupils with special educational needs, and the very small numbers of pupils from minority ethnic backgrounds, including those for whom English is an additional language, make particularly good progress. Some achieve outstandingly well. This is due to the very well-targeted support they receive, illustrating the academy's commitment to ensuring equality of opportunity for all.

### The quality of teaching is good

- Teachers are keen to share good practice across the academy and to improve their skills by visiting other academies within the Trust and beyond. Regular coaching from lead practitioners contributes to the good quality of teaching.
- Where pupils learn particularly well, activities are stimulating and interesting. Pupils say how much they enjoy the regular opportunities to work together to share ideas and learn from each other.
- In the Early Years Foundation Stage, children enjoy the many interesting indoor and outdoor activities provided in the nursery. They play well together, taking turns, and participating enthusiastically in the re-telling of pirate stories, such as 'Black-eyed Bill.' In the Reception Year, activities are not always as effective because children do not always have enough opportunities to communicate and socialise, especially outdoors.
- Most teachers have high expectations of pupils and want them to do their best. Pupils respond to these expectations and typically try their best to rise to the challenges set for them. For example, Year 5 pupils were absorbed in their descriptive writing about various settings, striving to use similes and metaphors to create mood and impact for the reader. Similarly, Year 3 pupils persevered well in using column addition to add four-digit numbers, suitably aided by strategically placed 'class experts.'

- A small minority of teachers do not check accurately enough the progress that all pupils are making in lessons and fail to adjust work accordingly.
- The teaching of reading is a strength of the academy. Pupils read every day to develop their skills and confidence as readers. The wide range of exciting books available broadens pupils' horizons and fosters enjoyment in reading for pleasure.
- In Key Stage 1, sometimes activities in writing and mathematics, especially for some of the most-able pupils, are not challenging enough. Teaching assistants support and guide pupils' learning well. They have a very clear picture of the needs of different pupils, especially those with special educational needs and the minority at an early stage of learning English.
- Most teachers mark pupils' work diligently and make effective suggestions about how to improve. Increasingly, time is given by many teachers for pupils to respond to their suggestions. A very small minority of teachers do not ensure that pupils pay enough attention to the feedback they provide about the spelling of common words and expressions, and the use of a range of punctuation and grammar.

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

- The academy's work to keep pupils safe and secure is good.
- Parents are very positive. The vast majority of responses to Parent View, and the academy's own recent questionnaires, indicate that families believe their children enjoy school life, and that bullying is rare. They are confident in the readiness of all adults to listen to pupils' views and concerns, and to provide help and advice when needed.
- In the playground and dining hall, pupils look after each other and behave maturely. They take seriously their roles as playground leaders, buddies and anti-bullying councillors. They have a good understanding of the different types of bullying, including homophobic and cyber-bullying, and actively seek to prevent it occurring through their daily routines.
- The small number of pupils from overseas is particularly welcomed into the academy. Pupils say how much they enjoy learning about the different countries from which their new friends originate.
- The behaviour of pupils is good.
- They are polite and courteous with visitors, opening doors with a smile on their face, and showing real pride in their school. They are particularly keen to talk about the skipping and Chinese workshops as part of the recent healthy lifestyles week, and the original laminated labels they made for the vegetable patch.
- In lessons, pupils enjoy working together. In many classes, they say how much they benefit from sharing ideas and working things out for themselves. On occasion, when activities are insufficiently interesting and challenging, a small minority of pupils is not fully involved, loses interest, and their attention drifts.
- Attendance has risen of late and is now average. This is due to the persistent involvement of individual families, by key adults, to encourage parents to send their children regularly to school. These arrangements are not yet fully established. Academy leaders recognise the scope to heighten their impact and reduce further absence further.

### **The leadership and management are good**

- The academy is led well by a determined and effective principal, who has high aspirations for all pupils. She is ably supported by senior leaders and all staff. Morale is high.
- The principal ensures that all staff share an accurate picture of the strengths and areas for development within the academy, and that clear plans and actions are in hand to bring about continuous improvement. In the short history of the academy to date, pupils' achievement has increased strongly, the quality of teaching has improved, and general expectations have risen. Leaders recognise that not all of the most-able pupils yet reach the standards of which they are

capable in writing and mathematics by the end of Year 2, and work is under way to enhance the quality of teaching and learning in the Reception Year.

- The principal, senior leaders and members of the governing body carry out regular and accurate checks on the quality of teaching and learning. This is an integral part of the effective procedures to check on the performance of staff and link it to decisions about salary increases.
- Leaders and staff know pupils well. Information about their achievements is gathered systematically, and used with increasing success to speed up their progress. Pupils are provided with first-hand, interesting experiences which broaden their horizons through, for example, links with schools in China, opportunities to compose music, create film animations, and record information through modern technologies. Daily reading, writing opportunities, and mental mathematics ensure that pupils' skills in literacy and numeracy develop well. The many visits and extra activities in sports and the arts that are offered, underpin pupils' good spiritual, moral, social and cultural development and are pivotal to their strong personal development.
- The academy has forged strong links with parents.
- Links with other academies, the high quality support from the Trust, and sharing this brings, has paid dividends in improving teaching and raising achievement.
- Pupils' experiences in physical education and sport are good. The primary school sport funding is used effectively to provide specialist training for teachers and to extend the range of sporting activities available to pupils. The increase in the range of sports is making a positive contribution to pupils' healthy lifestyles.
- Safeguarding and child protection procedures meet requirements.
- **The governance of the school:**
  - The governing body is supportive and challenges senior leaders rigorously. Governors have a good understanding about the quality of teaching and its impact on the progress of various groups of pupils. They understand data about the academy's performance relative to other schools, both locally and nationally. Governors have a firm grasp on the finances of the academy, including extra funding for specific purposes, and how it is spent to achieve value for money.
  - Governors receive detailed information about the salaries of all staff and decisions about teachers' applications for promotion. As a result, governors have a good understanding of the effectiveness of the management of teachers' performance throughout the school.

## 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>	139108
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	425863

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>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	286
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Jones
<b>Principal</b>	Jane Clayton
<b>Executive Principal</b>	Lee Wilson
<b>Date of previous school inspection</b>	Nor previously inspected
<b>Telephone number</b>	01924303825
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