

Seacroft Grange Primary School

Moresdale Lane, Leeds, West Yorkshire, LS14 6JR

Inspection dates 3–4 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Achievement is not yet good because not enough pupils make good progress during their time at the school.
- The quality of teaching over time has been too variable in quality. This means that some teachers have to spend time helping pupils to catch up with things they should have learned in previous years.
- Behaviour requires improvement because in lessons, pupils sometimes lose concentration, fidget or chat among themselves. This stops them making as much progress as they should.
- School leaders are new to post and are still developing their roles. Some of the many things they have introduced to improve teaching are still too new to have had a positive effect.
- Governors do not all have enough expertise or the necessary training to challenge school leaders well enough on raising achievement or improving teaching.

The school has the following strengths

- Achievement is improving rapidly in Key Stage 1 and pupils' skills in reading, writing and mathematics are accelerating.
- In Reception, outstanding teaching means that children make very fast progress and behave impeccably.
- The school deals exceptionally well with cases of extreme behaviour through its use of expert staff and a dedicated base.
- The headteacher's inspirational leadership is driving improvements quickly and stimulating the enthusiasm and dedication of staff.

Information about this inspection

- Inspectors observed 10 parts of lessons, of which three were observed jointly with the headteacher. Additionally, pupils' work was looked at to check on the progress they had been making over time, and pupils were listened to reading.
- Meetings were held with pupils, the headteacher, other staff, members of the governing body, a representative from the local authority and a consultant who is supporting the school.
- Inspectors analysed the 11 responses that had been submitted to the online questionnaire for parents (Parent View) and the school's results from its own questionnaire sent to parents.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings, and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector

Additional Inspector

Baljinder Khela

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- An above-average proportion of pupils are eligible for the pupil premium. (The pupil premium provides additional funding for pupils in local authority care and those known to be eligible for free school meals.)
- The proportion of pupils with special educational needs and supported through school action is above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- Most pupils are from White British backgrounds.
- In 2013, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress.
- There has been considerable turbulence in staffing. At the time of the inspection, all teaching staff, including the headteacher had joined the school within the previous 18 months. A new deputy headteacher had been in post for five weeks.

What does the school need to do to improve further?

- Raise achievement and improve teaching so they become at least good by:
 - making sure that pupils develop good skills in mathematics, learn their times tables and are taught techniques for adding, subtracting, multiplying and dividing
 - improving writing by giving pupils interesting, stimulating things to write about
 - paying more attention to pupils' spelling, punctuation and grammar so that they improve at a faster rate
 - making sure that pupils are always well challenged, that their targets set the bar appropriately high and that the most-able are not hanging around waiting for others to catch up.
- Improve behaviour and safety so they become at least good by:
 - making sure that pupils always behave well in lessons, are not distracted and that teachers always pick up on low-level behaviour problems in class
 - improving attendance further still so that it becomes close to the national average.
- Further improve leadership and management at all levels, including governance, by:
 - making sure that policies for teaching reading, writing and mathematics are fully in place and that all teachers are in no doubt of what skills they must teach pupils in each year
 - improving the skills and training of members of the governing body so that they are in a better position to challenge school leaders more effectively.

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

- Pupils begin in Reception with skills and abilities that are below those normally found, particularly in speech and language. They leave the school in Year 6 with standards that are below average in all subjects and not enough pupils have made better than the progress expected of them.
- During their time at the school, pupils' progress varies from class to class. Inevitably, this means that they have to spend time catching up with missed work or developing skills that they should have grasped when they were younger. There are gaps in pupils' understanding of spelling, punctuation and grammar and in their knowledge of times tables and different ways of doing addition, subtraction, multiplication and division.
- The achievement of the most able pupils requires improvement because work is sometimes too easy for them, particularly in writing, and they have to spend time waiting for others to catch up. Sometimes, the targets that are set for the most able are not challenging enough, so pupils reach them easily.
- The progress of disabled pupils and those who have special educational needs requires improvement, but is now improving. This is because there is now a much better planned approach to using teaching assistants to support these pupils. Moreover, the plans that are in place to support these pupils are far more rigorous than before.
- Almost all pupils who left the school at the end of Year 6 in 2013 were eligible for free school meals, so any comparison between their standards and that of others has limited significance. However, inspection evidence shows that for pupils currently in the school, there is little difference in standards between the two groups. The school now analyses the achievement of both groups of pupils well and addresses any gaps that appear. Consequently, equal opportunities are well promoted.
- The rates of progress are now improving as a result of better teaching. For example, pupils in Year 1 are making good progress in all subjects. In all years, pupils are making better progress in reading than they did previously because of a better approach to teaching which involves the use of the new library and new 'reading corners' in classrooms.
- In the Reception class, things are moving quickly. An excellent curriculum means that children systematically develop essential skills of cooperation, behaviour, reading, writing and mathematics. Consequently, standards have risen astronomically in a very short space of time. Inspectors listened to children who previously had few language skills talking enthusiastically in sentences and using a variety of vocabulary about what they had done during the day.

The quality of teaching

requires improvement

- Not enough teaching has been good enough over time to enable pupils to reach higher standards. This has led to gaps in pupils' knowledge and understanding.
- Older pupils in the school were not taught to read well enough when they were younger. This means that they sometimes struggle with common words or writing longer sentences.
- The teaching of writing has not been good enough because pupils have not had interesting or stimulating things to write about. This means that they have found some of the work boring and it has not inspired them to do well.
- Mathematics teaching has not been good over time because teachers have not taught pupils techniques for calculating and have not made sure pupils know their times tables well enough.
- Teaching is improving rapidly. Pupils in Reception and Key Stage 1 are now being taught the relationship between sounds and letters (phonics) well. Inspectors saw pupils confidently using the method of partitioning to add up two digit numbers in Year 2, but the gaps in their knowledge were still evident when they had to use their fingers to add up single digit numbers.
- In Key Stage 1, inspectors saw how pupils are now writing words and sentences using regular-

sized words and better punctuation than they were one year ago.

- Despite these improvements, school leaders are well aware that there is still much to be done to ensure that the quality of teaching is consistently good in all classes and that some inadequate teaching in past years has left gaps in pupils' learning that still need to be filled.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement
- In lessons, pupils sometimes lose concentration. Teachers are sometimes slow to pick up on pupils who drift off-task.
- In the corridors and around the school, pupils generally behave well. They sometimes drop litter in corridors, however. Outside, trained staff help them to play sensibly, play in teams and consequently, they behave well.
- Attendance is improving quickly from a very low point two years ago. This is mainly because the headteacher and site manager drive a minibus around the area collecting pupils who are at risk of not attending. However, attendance remains below the national average.
- The school's work to keep pupils safe and secure is good.
- The school deals particularly well with very challenging behaviour. There is a special unit on site staffed by experts who understand how to improve the behaviour of pupils who have problems with controlling their anger and frustration.
- As a result of the work of this special behaviour unit, the school has drastically reduced the number of pupils it excludes for a fixed period of time.
- Pupils say that behaviour in the school has 'got much better'. They say that bullying is very rare and that if it does happen, that there is always someone to turn to for help. They understand the potential dangers of cyber-bullying. However, they also say that behaviour in class could be better.
- Pupils' spiritual, moral, social and cultural awareness are well developed. For example, in Reception, children learn the importance of table manners and helping each other. Further up the school, pupils learn about different religions and cultures in the locality and take part in many different art and music activities.
- Parents who responded to the online Parent View are happy with the behaviour and safety of pupils.

The leadership and management

requires improvement

- The headteacher leads with enthusiasm and dedication to raising achievement and improving teaching. There have been some considerable successes but much still remains to be done to ensure the new staff improve achievement so it is good.
- The culture and ethos of the school is changing. Successes are celebrated both in class and in assemblies. Pupils are helped to manage their behaviour rather than simply punished and even the youngest children are taught the importance of good manners and mutual respect.
- The curriculum requires improvement. Teachers are still unclear of what skills pupils should be taught from year to year because the policies for teaching reading, writing and mathematics are still being written or are in their infancy.
- However, the curriculum for disabled pupils and those who have special educational needs has improved because the special courses designed to boost their achievement are now being carefully checked to see if they are having a positive effect. Moreover, a system called 'assertive mentoring' is now helping to identify pupils who fall behind and improve their skills.
- Similarly, the curriculum for improving reading has improved significantly, which is leading to pupils making better progress, particularly in the Reception class and in Year 1.
- The headteacher has tackled underperformance very rigorously and as a result, a significant

number of staff have left the school. Improving the quality of teaching is right at the top of the agenda. The school has therefore improved the way it manages teachers' performance.

- Teachers are now far more aware of how to analyse data and use this to raise achievement. The school now has a system for tracking pupils' progress, which is being used well by senior leaders to spot any underachievement by pupils and make sure that any gaps in learning are addressed.
- Subject leaders are new to post and are developing their skills well. Many of the new initiatives they have introduced have been well thought out, but they are still too new to have had a full impact on improving teaching so it is all good across all subjects.
- The school ensures that safeguarding is afforded high importance. All relevant checks are made, record keeping of incidents is high quality and child protection arrangements meet all current government requirements.
- Relationships with parents have improved significantly. Most parents are supportive of the school and would recommend it to others.
- The school sports funding is used well to train teachers to teach different sports and help pupils to engage in physical activity, for example by employing staff from Leeds Rhinos Rugby League Club to coach staff. This ensures that the funding is likely to have a long-term impact on improving sports participation across the school.
- The local authority and an external consultant have given good quality support to the school, for example by helping governors to review their skills and acquiring support from members of other governing bodies. Moreover, high-quality support from a local advanced skills teacher and literacy experts has helped to raise achievement in Reception and in Key Stage 1.

■ **The governance of the school:**

- Members of the governing body are improving their skills, but they are not at the level where they are able challenge the school well enough on matters relating to achievement and teaching quality. This is because some members have attended training on using data and others have not. Moreover, members of the governing body do not follow issues up well enough by visiting the school and sharing their findings with other members of the governing body. The quality of information that governors receive from the headteacher has improved significantly, however, and some members of the governing body are now using this to ask challenging questions to senior leaders. The governing body keeps a close watch on how the pupil premium is used to raise achievement and manages school finances well.

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	107928
Local authority	Leeds
Inspection number	445911

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Terry Ayres
Headteacher	Leigh Tidswell-Brown
Date of previous school inspection	18 January 2010
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