

Lady Elizabeth Hastings CofE VA Primary School

Green Lane, Ledston, Castleford, West Yorkshire, WF10 2BD

Inspection dates 17–18 September 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is a good school.

- Children in the early years make rapid progress and are ready for learning in Year 1.
- Pupils make good progress in Key Stage 1. Standards at the end of Year 2 are above average in reading, writing and mathematics.
- Key Stage 2 pupils make good progress. By the end of Year 6 standards are above average, especially in reading and mathematics.
- Teaching is typically good with some that is outstanding. Teachers have high expectations for all pupils and learning opportunities are carefully planned.
- Pupils' behaviour is good. They are well mannered, polite and feel safe and happy in school. Attendance is above average and punctuality is excellent.
- The recently appointed headteacher and leaders are improving the quality of teaching and pupils' achievement. The teaching of phonics (letters and the sounds they make), the quality of marking and the checks made on teaching and learning have all been improved.
- Pupils are provided with a range of exciting experiences which contribute to their growing love of learning and their outstanding social, moral, spiritual and cultural development. This is positively supporting pupils' preparation for life in Britain today.
- The governing body is strong. Governors are dedicated, know the school well and actively support and challenge the school to improve further.

It is not yet an outstanding school because

- The proportion of pupils reaching the higher levels of attainment in writing is not as high as in reading and mathematics.
- Pupils do not consistently correct the mistakes they make in their work, which slows their progress in writing.
- The good and outstanding teaching that exists in the school is not shared widely enough to improve teaching all round.
- The checks made by the middle leaders on the quality of teaching and learning in the areas they are responsible for have not been in place for long enough to improve pupils' achievement.

Information about this inspection

- Teaching was observed in 10 lessons including two observations carried out jointly with the headteacher. The inspector and the headteacher jointly reviewed pupils' work in their books.
- The inspector held discussions with the headteacher, middle leaders, other school staff, members of the governing body and a representative of the local authority. She informally talked to many pupils and held a formal discussion with pupils from Years 3, 4, 5 and 6.
- Informal conversations were held with parents before school and 35 responses to the online questionnaire (Parent View) were considered as well as the views of 14 members of school staff.
- The behaviour of pupils was observed around school, in the dining hall and in the playground.
- The inspector reviewed documents relating to many areas of school life including the school's view of its own performance and development plans, safeguarding, attendance, pupil achievement and the minutes of the governing body.

Inspection team

Fiona Dixon, Lead inspector

Additional Inspector

Full report

Information about this school

- Lady Elizabeth Hastings Church of England Primary School is smaller than the average-sized primary school.
- The vast majority of pupils are from a White British background.
- The proportion of pupils supported by school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who are disadvantaged and so eligible for support through the pupil premium is well-below average with some year groups having no eligible pupils. The pupil premium is additional funding allocated to the school for pupils known to be eligible for free school meals and those looked after by the local authority.
- There have been considerable changes to staffing in the past 12 months, including the appointment of a new headteacher in April 2014.
- The school meets the government's current floor standard, which is the minimum expectation 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 to outstanding to further raise achievement, especially in writing, by:
 - consistently making pupils respond to the detailed marking of their work so that they learn from their mistakes and move their learning forward more rapidly.
 - regularly sharing the good and outstanding teaching which exists in the school and in other schools so that all teachers further improve their skills and increase pupils' progress.
- Further strengthen leadership and management by:
 - ensuring that the middle leaders develop their role to check and improve the quality of teaching and learning in the areas they are responsible for in order to further raise achievement.

Inspection judgements

The leadership and management are good

- 'The headteacher has a clear vision which enthuses the staff and pupils to reach her high expectations.' say the governors of this school. The recently appointed headteacher, along with the senior leaders, have created a climate for the pursuit of excellence.
- School leaders and governors have an accurate understanding of how well the school is doing and have correctly identified the priorities for further development. Plans for action are precise so that school leaders can easily measure success. Recent developments in the teaching of phonics and in the development of marking are already speeding up pupils' progress.
- Highly motivated, yet new into post, middle leaders have planned and put into place clear actions to further improve the quality of teaching, learning and achievement in the areas they are responsible for. They have not had enough time to fully develop their role and this is one reason why the school has not yet raised teaching and achievement to outstanding levels.
- The school has good systems that show how well pupils are making progress. Senior leaders hold teachers to account for the amount of progress pupils make and this is linked to the performance management of staff and to decisions about salary increases.
- The curriculum is topic-based, creative and encourages pupils to develop 'real-life' skills. Pupils benefit from the exciting and challenging shared and themed activities across the partnership schools within the Brigshaw Trust, such as Murderous Maths and the celebration of the Tour de France.
- Spiritual, moral, social and cultural learning 'pervade the very fabric of the building' say the governors and is an outstanding feature of this Christian school. Pupils confidently talk about a wide range of issues including the relative importance of money, the uniqueness of the individual and the importance of tolerance, giving and caring. They value the varied trips, visitors and visits offered through their school life and are being well prepared for life in modern Britain.
- The primary school sport funding is effectively used to raise the skills and motivation for pupils to lead healthy lifestyles and more actively participate in a wide range of sporting activities. The number of pupils taking part in school sports for fun and in competitions has risen sharply.
- The local authority has provided the school with 'medium support' through a time of significant staffing change. They have supported the school with the appointment of staff, the evaluation of school performance and the development of governance.
- **The governance of the school:**
 - Governance is a strength of the school. Governors know the school well as they regularly visit to check for themselves the information they are given by the school leaders. They share the vision of the headteacher to strive for excellence, and scrutinise data to ensure that all pupils are achieving as well as they can. Governors are knowledgeable about the quality of teaching in the school and actively participate in the recruitment of staff.
 - Governors are aware of the use and positive impact of the pupil premium funding and the primary school sports funding on pupils' academic, social and physical development. They carry out their duties to ensure rigorous performance management for the headteacher and teachers. There is good management of financial resources and governors ensure that all statutory duties are fulfilled.
 - The governors actively support the many opportunities for the social, moral, spiritual and cultural development of pupils as they value the unique qualities of each and every child.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are extremely polite, very supportive of each other and show respect to staff and visitors. They are well mannered in the dining room and around school with pupils holding doors open for each other and consistently saying 'please' and 'thank you'.
- Pupils are eager to learn and behaviour in lessons is good. A minority of pupils 'fuss' and find it hard to settle to work without adult support and this slows their rate of progress.
- Pupils have many opportunities to be involved in the life of the school. Pupil voice is heard clearly through the school council where recently the pupils renamed the classes after exploring the historical and cultural past of the school with a local historian. Pupils relish the responsibility of representing the school through the church council or when they become a 'Buddy' for the children in Reception.
- Pupils have a clear understanding of different forms of bullying including cyber bullying and name calling.

Pupils say that bullying can sometimes occur but confidently report that the adults in the school deal effectively with all problems and concerns.

- The school's work to keep pupils safe and secure is good.
- All pupils say that they feel safe and parents agree that their children are safe and well looked after in school. As a parent said, 'It is small but good.'
- Pupils wear their uniforms with pride and all classrooms are kept very neat and tidy. Pupils of all ages play well together in the playground and enjoy the wide range of activities and equipment available.
- Attendance is above average and punctuality is exemplary.

The quality of teaching

is good

- Teaching is typically good across the school with some that is outstanding, especially in the early years. The work seen in pupils' books, the school's records of the quality of teaching and the teaching observed during the inspection confirm this. As yet, good and outstanding teaching is not shared widely enough within the school to improve the skills of all teachers and further increase the progress that pupils make.
- Pupils in all classes learn well. Teachers carefully plan work that pupils find interesting. In a Year 6 English lesson pupils were enthusiastically creating an extended piece of persuasive writing to encourage the Year 5 class to 'sign up' for the residential trip from which Year 6 had just returned. The positive relationship between teacher and pupils allowed for confident discussion and expressive writing to occur.
- Good use of information about what the pupils already know and can do is used well to extend learning. In a Year 3 and 4 English lesson pupils had individual clear 'next steps' to include in their character descriptions. This ensured that every pupil was challenged and made progress.
- Teachers have high expectations for every pupil. In a Year 1 lesson pupils worked cooperatively in small groups to gather, discuss and then sort objects into groups. The sharpness of the teacher's questioning allowed pupils to quickly develop the language of classification and rapidly extended the pupils' knowledge and understanding.
- Teaching assistants know pupils well and when they support pupils with extra work they have a good impact on the progress that pupils make. For example, when leading phonics groups they consistently follow the school approach so that all pupils experience a highly focused time of learning that includes a wide range of engaging activities that lead to rapid progress.
- Pupils know how well they are doing as their work is always marked in detail. They are fully aware of what they need to do to improve their work even further but do not always correct and learn from their mistakes or apply their new skills to future work. This slows progress, especially in writing.
- Literacy, numeracy and communication are developed across the curriculum. The whole school studied the 'Grand Depart' and every year group displayed work to the Brigshaw Trust partnership schools, including a biography of a British Tour de France Champion written by Year 5, bar charts of average speed from Year 2, and the diary of a participant from Year 3 and 4. Reception children made a pictogram of different ways of travelling. Pupils take pride in their work with both handwriting and work neatly presented.
- 'The more you read the more you know.' said a pupil when asked why reading is important. The school actively encourages a love of reading. There are daily opportunities for pupils to read for pleasure and pupils regularly use factual texts in topic work.

The achievement of pupils

is good

- Pupils make good progress in Key Stage 1. In the 2014 national phonics screening check pupils achieved more highly than the national average. Standards are above the national average in reading, writing and mathematics by the end of Year 2.
- In Key Stage 2 pupils continue to make good progress especially in reading and mathematics where an above-average proportion of pupils make more than expected progress and attain the higher Level 5. Achievement in writing, although good overall, is not as strong.
- The most able pupils achieve well gaining the higher Level 5 in reading, writing, mathematics and English grammar, punctuation and spelling. A fifth of all pupils in 2014 achieved the highest Level 6 in mathematics.
- There are too few pupils at the end of Year 6 who are eligible for the pupil premium funding to comment on their attainment. These disadvantaged pupils consistently make good progress and achieve well from their starting points.

- Disabled pupils and those who have special educational needs receive support that closely matches their needs and so they all make good progress, especially in reading.
- The school is effectively tackling all discrimination and promotes equality of opportunity for all. This is seen in the well-targeted support for individuals, ensuring that there is little difference in the progress made by boys, girls or those with low, average or above-average levels of prior attainment.

The early years provision

is outstanding

- Typically children join the school with skills and knowledge that are generally below those expected for their age, especially in reading, writing, number and self-awareness. Children frequently make rapid progress and are well prepared for the step up to Year 1. These excellent outcomes result from the excellent leadership and management of teaching and curriculum.
- Children learn remarkably well as they experience a wide and frequently changed range of stimulating learning activities. That is always the case inside and outside the classroom whether working alone, with other children or with an adult to develop their skills and knowledge. During the weekly 'pastoral time' children share their likes and dislikes and show delight when their interest is reflected in activities, for example, when children were offered the treasure chest of their favourite Princess, full of precious beads, to complete a number doubling activity.
- The quality of teaching is outstanding as the learning opportunities are highly engaging and accurately planned for the children's current level of development. Children quickly understood and were able to apply the mathematical concept of 'one more' when soft toys began to hide under a blanket. 'Challenge choices' reflect the continual checking of children's learning and ensure that the needs of each child are met on an individual basis.
- The daily blog and weekly 'homework' activities inform and actively involve parents and carers in the learning journeys of their children throughout the early years.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 108100 |
| Local authority | Leeds |
| Inspection number | 448343 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 137 |
| Appropriate authority | The governing body |
| Chair | Jonathon Foster |
| Headteacher | Caroline Bean |
| Date of previous school inspection | 5 October 2009 |
| Telephone number | 01977 557758 |
| Fax number | 01977 604155 |
| Email address | leoffice@brigshawtrust.com |

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