

Low Road Primary School

Belinda Street, Off Church Street, Leeds, West Yorkshire, LS10 2PS

Inspection dates 30 September–1 October 2014

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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good leadership has strengthened the school's work since the previous inspection. The management of teaching and learning is robust and has a good impact on pupils' overall achievement.
- Governors know how well the school works and challenge leaders well to bring improvement.
- Pupils are very keen to learn. Their attendance is above average. They behave well in lessons and around the school, and feel very safe.
- The quality of teaching is good and at times outstanding. Pupils enjoy their lessons and take pride in their work. Teachers encourage positive attitudes and value the work that their pupils do.
- Pupils make good progress, and achieve well from well-below expected starting points. Standards in reading, writing and mathematics throughout the school are average and improving. Pupils achieve particularly well in music, which is an exceptionally strong feature of the school's work.
- Parents are extremely supportive of the school and are confident that it provides the best for their children.

It is not yet an outstanding school because

- Teachers' expectations of what the most able pupils can achieve in mathematics and writing are not always high enough.
- Marking does not give pupils enough help in showing them how to improve their work.

Information about this inspection

- Inspectors observed 18 lessons and part lessons.
- Meetings were held with members of the governing body and school staff as well as groups of pupils. There was also discussion with a representative from the local authority.
- There was insufficient response via Ofsted's online questionnaire (Parent View) to gain a clear picture of parental support. However, inspectors took account of the school's recent internal survey of parents' views.
- Inspectors observed the school's work and examined a range of documentation that included: national assessment data and the school's own assessments; the school's own view of its work; local authority reports; minutes from governing body meetings; samples of pupils' work and safeguarding documents.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Elizabeth Loftus

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school in which the majority of pupils are White British.
- The school is in a federated partnership with Windmill Primary School and shares the same governing body, executive headteacher and leadership team.
- The proportion of disadvantaged pupils who are therefore supported by pupil premium funding is well-above average. The pupil premium is funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- An average proportion of pupils are supported by school action only.
- Similarly, the proportion supported by school action plus or with a statement of special educational needs is broadly average.
- The school meets current government floor standards, which are minimum expectations for pupils' attainment and progress at the end of Year 6.
- A breakfast club is provided by the school during term time.
- A special feature of the federation is its link with Opera North and the local authority music service to provide music tuition for all pupils.

What does the school need to do to improve further?

- Increase the numbers of pupils who reach the higher standards in writing and mathematics by:
 - raising teachers' expectations of what the most able pupils can achieve in lessons and making sure that these pupils are always sufficiently challenged
 - always giving pupils clear help, through marking, about how they can improve their work.

Inspection judgements

The leadership and management are good

- The school's leaders draw effectively on the shared skills and expertise of senior staff within the federation. They are effective partners in checking the quality of the school's work in planning improvements and providing a very accurate picture of what the school does well and what it needs to do next.
- The Head of School and other senior leaders fully share the executive headteacher's commitment and drive to move the school forward and are fully supported by parents and all staff members in bringing this about.
- The local authority recognises leaders' good ability to manage school improvement and provides only light-touch support by maintaining an overview of standards reached by pupils and discussing these with school leaders.
- Leaders' management of teaching and learning is robust and effective. Frequent checks on teaching quality by senior staff, with feedback that is very well focused on improving learning for pupils, means that teaching is consistently good or better. Opportunities for teachers to improve their knowledge and skills are well planned. All teachers' work is measured against the expectations of the Teachers' Standards, and all know how they are accountable for pupils' progress.
- Middle leaders, with responsibility for improvement within individual subjects, make a strong contribution to the school's effectiveness. Their subject knowledge is good and they have planned for the new Primary Schools' curriculum confidently by introducing some new topics especially to engage boys, and to encourage all pupils' spiritual, moral, social and cultural awareness. As a result pupils enjoy their learning and work hard because they have good opportunities to use their skill in different ways.
- Opportunities for pupils to develop physically and socially have been improved by the school's effective use of sports funding. Pupils now have more chances to take part in different sports and other outdoor adventurous activities (including playing cricket at Lords!) which were not previously available. The quality of their lessons has improved, also, because of the new knowledge and skills learned by teachers through working alongside specialist coaches.
- A major feature of the curriculum is the whole school's involvement in music. Opportunities for all pupils to play a stringed instrument boost their self-esteem and give pupils a great sense of enjoyment and achievement. This makes a first class contribution to their spiritual and social development in particular.
- **The governance of the school:**
 - Governors know the school and the community that it serves well and are very committed to providing the best for its pupils. Relevant training enables them to carry out their responsibilities effectively. The range of experience and expertise among governors makes them well placed to challenge school leaders and help to plan improvements. Governors use national assessment data to compare the school's performances with those nationally and challenge the outcomes. This has led, for example, to good improvement in mathematics over the past year. They maintain a clear overview of teaching quality and of how staff performances are managed by leaders as well as the impact this has on increased payments for teachers. The use of pupil premium funding is discussed regularly at meetings. Governors are fully committed to ensuring equality of opportunity for all pupils, especially the disadvantaged. The school's use of sports funding and other finances are managed efficiently. Safeguarding arrangements are well in place and meet all of the government's requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are proud of their school. They mostly arrive in time for their early 'wake-up' session in the hall, if they have not already attended breakfast club. They dress smartly in their school uniforms and their attendance is above average.
- They are attentive in lessons and are respectful toward the adults who teach them. Pupils are keen to do their best so they work hard and present very neat and tidy work in their books. They like a challenge and enjoy the chances they have to work with others in their class.
- Behaviour around the school is good. Pupils enjoy playtimes and keep the playground tidy. They know how to behave at the dining table and generally move sensibly around the school. Pupils themselves judge their behaviour to be good.

- Pupils' courtesy and good manners make a strong contribution to the friendly, welcoming atmosphere of the school. They make a good contribution to its everyday life by taking on additional responsibilities. Pupils share joint roles within the federation on the school council and the cultural awareness committee. Younger pupils praise the work of the playground buddies and pupils are always willing to help out at lunchtimes or at other times of the day to help things run smoothly.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe in school and that the grown-ups take very good care of them. Parents fully endorse the children's view about their safety, and appreciate the additional care provided through the breakfast club.
- Pupils understand the different forms that bullying can take, including over the internet, and know how to deal with it should it occur. They state firmly that there is no serious bullying in school but that occasional name-calling does occur
- Teachers manage pupils' behaviour in a consistent way and all pupils feel that the systems in place are fair and helpful.

The quality of teaching is good

- Good, and sometimes better, teaching in the school accounts for pupils' good progress and improving standards.
- Adults in the classrooms work effectively together and all contribute well to pupils' learning by checking that pupils make the best progress during activities. Teaching assistants know pupils' varying needs well and provide good support when working with groups or individual pupils.
- Mathematics learning is now good. There has been a successful drive to improve standards in the subject over the past year. High-quality training and a better focus on planning for the skills pupils need have paid dividends. Pupils learn about numbers and how they work at a good pace and have the practise they need at using their number skills to solve different kinds of problems linked, for example, in shape, measures or money.
- Literacy skills are also given high priority. Good features include the emphasis given to spelling, punctuation and grammar and the opportunities for pupils to develop their writing in different subjects, and to write for different purposes. Pupils read confidently and are articulate when talking about their work.
- Pupils' varying abilities are taken into account when work is planned and there is good challenge for most pupils including those who are less able. Expectations of what the most able pupils can be capable of, however, are sometimes too low. At times mathematics work is too easy and pupils are not expected to extend themselves as much as they should when writing.
- Learning is made interesting by the good variety of methods and resources used to capture interest and motivate pupils. Technology features well in lessons and computers are popular including in the early years classrooms.
- There is good learning in other subjects, particularly music, where pupils benefit enormously from the expertise of visiting music teachers. When asked about their favourite subject, some pupils said, 'All of them.'
- Pupils' behaviour in lessons is managed consistently well and there are references to pupils' spiritual, moral, social and cultural development in teachers' planning. Consequently, pupils have good attitudes and are helped to realise that they are the ones responsible for how well they learn.
- Assessment is used well to check progress and reset targets. Work is marked regularly and pupils sometimes have time to do corrections. Nevertheless, guidance about how to improve on what they have done is not given as frequently as it should be.

The achievement of pupils is good

- On entering Year 1, most pupils are at expected levels for their age, but some are still lacking some of the skills they need to speak and write well and develop mathematical knowledge.
- They are well provided for in Year 1 and, as a result, they make up ground quickly. They build well on their earlier learning of phonics (letters and the sounds that they make) and this gives them the

confidence they need to make good progress towards the end of Year 2.

- In the 2014 national phonics screening check for all Year 1 pupils, the proportion that reached the expected level was considerably above the national average.
- By the end of Year 2 standards currently match the nationally expected level in reading, writing and mathematics but too few pupils reach a higher than expected level, despite showing good improvement over previous years.
- Pupils in Year 2 read confidently. They use their phonics knowledge well to work out unfamiliar words and have good understanding of what they read. They know the difference between fiction and non-fiction books and enjoy reading at home and in school
- Good progress continues in Years 3 to 6. This is confirmed by the quality of pupils' previous and current work and the school's analysis of its test results. Average standards in reading and writing have been maintained and improved in line with the national trend. Standards in mathematics have risen and they too are now average. In 2014 the school improved the rate of pupils' Year 6 progress in reading, writing and mathematics to the extent that all pupils made at least the progress expected of them from their starting points and considerable proportions did better than expected. This showed a particularly rewarding result in mathematics, which was previously below average.
- By the end of Year 6, pupils read fluently, and with good understanding, from a range a books that they choose themselves. They are clear about their preferences and talk enthusiastically about different authors.
- The most able pupils are identified by the school and some provision is beginning to be made in the current year for pupils who could potentially reach the highest standards. School leaders recognise, however, that although improving, a higher proportion of pupils should attain above the expected standards in mathematics and writing in order to raise achievement further.
- Disabled pupils and those with special educational needs are catered for well. Learning plans are carefully tailored to their particular needs and the additional support they get from school staff and outside agencies has a positive impact on their learning. Some pupils make rapid progress as a result and there is little difference between the standards they reach and those of others in the school.
- The pupil premium has been used effectively to close gaps between disadvantaged pupils and others in the school. A gap that existed between pupils known to be eligible for free school meals and others in 2013 has been fully eliminated. In 2014, disadvantaged pupils made the same progress as others in the school and reached similar standards in all subjects. The standards they reached were also similar to all pupils nationally. This reflects the school's commitment to equality of opportunity.

The early years provision

is good

- When children enter the Nursery their abilities are well below those expected across all areas of learning. Their development is nurtured very well in the early years, particularly their personal, social and emotional skills. That makes them ready to learn and to make good progress in the other areas of learning in the early years curriculum.
- By the end of Reception children make good progress. The number who reach the expected good level of development is similar to the national proportion. A few children are more advanced but some still lack some of the skills they need for entry into Year 1.
- Good leadership and management mean that teaching and other provision is consistently good and some teaching of phonics is outstanding. There are many good opportunities for children to explore the things around them through activities led by teachers and those that children choose themselves. Children learn daily routines, form friendships, and learn to make good choices about their learning and behaviour. All staff are caring and ensure the children's safety at all times. Parents are welcomed and given ample opportunities to support their child at home.
- The outdoor area is very well equipped and challenging for children so that physically health and well-being develops well alongside their other skills.

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	107957
Local authority	Leeds
Inspection number	449118

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	151
Appropriate authority	The governing body
Chair	Mike Tilling
Headteacher	Sally Sumpner
Date of previous school inspection	22 March 2011
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