

# Leeside Community Primary School

Leeds Old Road, Heckmondwike, West Yorkshire, WF16 9BB

## Inspection dates

4–5 December 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistently effective across all classes resulting in pupils' achievements not being good.
- The work pupils are asked to do is sometimes not matched closely to their needs.
- Until recently additional government funding has not been used effectively enough to ensure that the gap between the attainment of disadvantaged pupils and others is closing year by year.
- Not enough opportunities are provided for pupils to use their numeracy and writing skills in other subjects.
- Teachers' marking of pupils work is not always effective in making sure pupils take notice of the written comments that are included to help them improve.
- Despite improvements in pupils' attendance it remains below the national average.

### The school has the following strengths

- Children make good progress in the early years where provision is effective.
- The behaviour of pupils is good. They say they feel safe in school.
- Senior leaders have acted decisively to tackle past serious weaknesses and there is a strong drive for further improvement. As a result, while there remains room for further improvement, teaching and pupils' achievement no longer have serious weaknesses.
- Middle leaders are far more involved in leading their areas of responsibilities.
- Governors have a good understanding of the school's strengths and areas for development.

## Information about this inspection

- The inspectors observed teaching in all years including one observation carried out jointly with the acting headteacher. The inspectors also observed group work and listened to pupils reading. They observed pupils as they arrived for school and at break and lunchtimes.
- The inspectors carried out a review of pupils' work.
- Discussions were held with the acting headteacher, staff, members of the governing body and representatives from the local authority.
- A wide range of documentation was reviewed including systems for tracking pupils' progress, safeguarding arrangements, policies, a record of the school's lesson observations and pupils' work in their books.
- Pupils' views of the school were gathered through informal discussions with individual pupils in lessons and at break and lunchtimes. Discussions were also held with representative groups of pupils in Key Stages 1 and 2 and with parents.
- Inspectors considered 21 responses to the online questionnaire (Parent View).

## Inspection team

Geoffrey Yates, Lead inspector	Additional Inspector
Christine Millett	Additional Inspector
Faheem Chishti	Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The school is slightly larger than most primary schools.
- The majority of pupils are of White British heritage.
- The proportion of pupils from minority ethnic groups is broadly average.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils and therefore eligible for support through the pupil premium is above the national average. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.)
- The pupil mobility level is higher than the national average.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics
- The school is in a Trust partnership with other schools in the area.
- Attendance in the Nursery is part time but full time in the Reception classes.

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

- Further develop the quality of teaching and learning so more of it is at least good by:
  - making sure the work pupils are asked to do is not too easy or too hard
  - providing more opportunities for pupils to use their numeracy skills in solving challenging mathematical problems
  - providing more opportunities for pupils to use their writing skills in other subjects
  - making sure marking is effective with pupils taking notice of any points made
  - building on the good start children receive in the early years provision.
- Ensure leaders build on the steps already being taken in:
  - embedding the checks made on the use of additional government funding provided for disadvantaged pupils to ensure it is raising achievement for these pupils
  - improving pupils' attendance at school.

## Inspection judgements

### The leadership and management

are good

- The acting headteacher with the strong support of other senior leaders has been highly successful in moving the school forward since the previous inspection. She is determined in her ambition that the school continues to improve. The school can point to many successes. Pupils' achievement no longer has serious weaknesses; well-managed strategies in place have improved pupils' behaviour and safety. Governors are more involved in management and teaching has improved.
- The determination shown by staff and governors to improve the quality of learning for all pupils is a key factor in recent improvements. Staffing difficulties have been resolved and leadership teams reorganised. Insufficient time has elapsed for teaching and pupils' achievements to improve to become good or better.
- While there is still more to do to ensure the spending of the pupil premium is fully effective, leaders have taken steps to check that the funding is being spent on activities to help these pupils. This can be seen in the gap in attainment between this group and other pupils beginning to narrow.
- Prompt action has been taken to improve the use of assessment information about pupils' progress. As a result, support is made available where it is most needed and this has accelerated progress.
- Robust checking on the school's work by senior leaders, with a well-planned programme of staff development, is firmly in place, including joint training sessions with staff from the schools in the Trust. Priorities are clear and actions in place to sustain improvements.
- The monitoring of teaching and of the performance of teachers is of a good quality. Staff pay awards and performance management targets are closely linked to pupils' achievements.
- Middle leaders are effective. They are highly enthusiastic, with new leaders getting good support from colleagues in helping them develop their roles effectively. They play an active part in leading their areas of responsibility and say they feel part of the team.
- Parents spoken to during the inspection and the majority who completed the questionnaires are positive that their children are happy at school.
- The school is successful in ensuring that discrimination of any sort is not tolerated and demonstrates a firm commitment to equality of opportunity. Safeguarding arrangements meet requirements.
- The curriculum has been adapted well to meet the new requirements but opportunities are missed for pupils to use their writing skills and numeracy skills well in some classes.
- Effective use has been made of the primary school sports funding to enable more pupils to learn new skills. Pupils say they enjoy these opportunities to take part in sport and say they become better at what they do. Staff have improved their skills in teaching physical education to pupils.
- Pupils' spiritual, moral, social and cultural development is promoted successfully. Opportunities are taken to teach pupils how to value and respect one another and this is reflected in their good behaviour. The pupils take pride in their school. They have a good understanding of other cultures and are prepared well for life in modern Britain.
- The local authority, over the last two years, has monitored and helped the school to improve. As a result, the level of help now provided is not as high but still there when needed.
- **The governance of the school:**
  - Governance has improved and is now of a good quality. Governors now hold the school to account much better than they did in the past. This is because they know what questions to ask and know that the acting headteacher will provide them with the information they need to carry out their roles effectively. They recognise that there is much still to do but are confident that the school is moving forward. They have a good understanding of the performance of the school including data and a good overview of the quality of teaching in the school. Governors make sure that the school's finances are used well. They ensure that primary sports funding is used for the purposes intended. Their questioning with regards to how effective the use of additional government funding has been in helping disadvantaged pupils to improve has led to improvements in provision. Governors ensure the systems to check on the performance of teachers are thorough. They receive information about the quality of teaching and ask questions to make sure any salary increases are linked to performance.

### The behaviour and safety of pupils

are good

#### Behaviour

- The behaviour of pupils is good.

- The school has clear systems in place that provide pupils with the boundaries they may not have outside school and they respond well to the school rules.
- Pupils work together well in class. They behave sensibly and are proud of the school. During the inspection members of the school choir were keen to demonstrate their singing skills in preparation for a local community Christmas concert.
- Around school, pupils behave well. They move sensibly round a building not built originally to house primary pupils, with staircases and long corridors. At break-time they play well together.
- When any pupil finds good behaviour difficult, good support is provided, including that by a learning mentor and Education Teaching Manager (Behaviour Support), to ensure their behaviour improves quickly.
- A scrutiny of records and observations during the inspection show that behaviour over time is good. Incidents of unacceptable behaviour are dealt with well.
- Pupils respond well to the opportunities provided for them to take on school responsibilities. These include being peer mediators or being a member of the school council.
- Although attendance is starting to improve in response to the school's actions, it remains below average.

### Safety

- The school's work to keep pupils safe and secure is good.
- Record keeping and follow-ups with parents about safety issues including minor injuries are effective.
- Pupils take care of one another. For example, pupils in Year 4 say how much they appreciate the work done by older pupils acting as peer mediators if they need someone to talk with about a problem.
- Pupils say that bullying does not take place and they have a good understanding of all forms of what constitutes bullying, including the potential dangers on the internet.
- Pupils recognise the dangers that alcohol and smoking can cause.
- They know you should never talk to strangers.

### The quality of teaching

#### requires improvement

- Over time weak teaching slowed pupils' progress. The acting headteacher and senior leadership team have been successful in eradicating major weaknesses in teaching since the last inspection and, as a result, pupils' progress has improved. Nevertheless, teaching it is not yet consistently good enough to help all groups of pupils to achieve as well as they should.
- English and mathematics are not always taught well. At times work is too easy or too hard. In some classes not enough emphasis is placed on pupils applying their number skills well in solving mathematical problems. Pupils are not always given enough opportunities to apply their writing skills regularly in subjects other than English. For example, some good-quality writing in pupils' literacy books cannot always be found in the same pupils' topic books where an over emphasis on work sheets means that pupils do not get the chance to use their writing skills. The teaching of letters and sounds is effective and enhances pupils' ability to read new words.
- The school has recently revised the marking policy but the quality of marking remains variable. Teachers do not consistently give pupils enough clear guidance on the next steps needed to improve their work. Where guidance is given, teachers do not always make sure pupils take notice of what has been said.
- There are examples of good teaching across the school. For example, older pupils respond well to the challenge of writing to the local council about the possibility of there being no Christmas lights in the town next year. One pupil included, 'We think as a community we need to have Christmas illuminations to bring us together and you are not helping.'
- Good teaching in Year 3 leads to pupils enjoying the challenge of working out what change they should receive when buying Christmas presents using their numeracy skills well.
- Teachers and support staff effectively encourage pupils to work and learn together. There are strong and positive relationships between pupils and adults. Pupils interviewed during the inspection were adamant that the school is now a better place and they like their teachers.

### The achievement of pupils

#### requires improvement

- Pupils' achievement over time is not good because progress across the school is not consistently strong. Recent improvements in teaching have led to those pupils who have attended the school for a sustained

period making the progress expected.

- Senior leaders now ensure that progress information on all pupils is checked regularly. Class teachers are now fully aware of the pupils who need additional help in order to make good progress. However, there are still examples of pupils finding work too hard or too easy in Years 1 to 5. As a result, current progress across the school requires improvement.
- Results of national assessments show standards overall at the end of Years 2 and 6, although showing improvement in 2014, have not kept pace with improvements nationally and were below average. Teachers do not always build well on pupils' skills as they leave the early years.
- While there are clear signs this year that the gap between the attainment of disadvantaged pupils and that of non-disadvantaged others is now starting to close, it widened last year. In national tests at the end of Year 6 in 2014, disadvantaged pupils were about a year behind the non-disadvantaged in school in reading and a year behind in mathematics and writing. When compared with non-disadvantaged nationally pupils were 18 months behind in all three subjects.
- In 2014, attainment overall improved on the previous year at the end of Year 6, more so in reading and mathematics than in writing, but remained below the expected levels. Gaps in skills have not yet being fully closed as, for example, in pupils' lack of confidence to apply their skills to solve problems in mathematics. Nevertheless, inspection evidence points to current attainment continuing to rise and getting closer to average, especially in reading and mathematics.
- The outcomes for the phonics screening check in Year 1 were above the national average because these skills are taught successfully. Pupils enjoy reading; however, this enjoyment has not yet ensured good achievement at the end of both Year 2 and Year 6.
- Although the most able pupils have increasingly good opportunities to extend their learning their progress overall is similar to other pupils. Tasks are not always sufficiently challenging. The proportion of pupils working at the higher levels is increasing but less so in writing. Pupils across the school are not given enough opportunities to use their writing skills well in other subjects.
- Pupils with disabilities and special educational needs are given the support they need but progress is satisfactory rather than good. At times their academic needs are not fully matched when tasks are not targeted at their needs.
- Pupils who speak English as an additional language make the same progress as other pupils.

### The early years provision

■ is good

- Leadership and management of early year's provision are good because all staff involved are totally focused on the needs of the children. Leaders are aware that outside provision is not as exciting and interesting as inside provision and plans are in place to improve the outside area. Staff make every effort to make effective use of the space available.
- Children join the early years with skills that are generally below the levels typical of three- and four-year olds. About half of the pupils every year join Reception from settings other than the school's Nursery. These children are welcomed and flourish in the caring ethos and make good progress.
- As a result of improvements in teaching last year, an above-average proportion of children achieved a good level of development by the end of the Reception Year. An increasing number are now well prepared to begin Year 1. This represents good progress. Inspection evidence points to good teaching continuing this year and again children making good progress.
- Children behave well. They feel safe and quickly adjust to school life knowing that teachers and support staff are there to help them.
- A range of interesting activities are provided. Phonics, the linking of sounds to letters, is taught effectively and enables children to make good progress in reading. In mathematics, children enjoy activities as part of a project about pirates to develop their counting skills. They count accurately the number of pirates, pieces of gold treasure and parrots and produce a chart to show their findings.

## 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>	130350
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	447719

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>	313
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Woodcock
<b>Acting Headteacher</b>	Ms S Balfour-Bellamy
<b>Date of previous school inspection</b>	5 June 2013
<b>Telephone number</b>	01924 326708
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