

# Clapgate Primary School

Cranmore Drive, Leeds, West Yorkshire, LS10 4AW

**Inspection dates** 24–25 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
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.

- Clapgate is a rapidly improving school because it is extremely well led and managed.
- The commitment, vision and determination of senior leaders have united staff and governors in their successful drive to bring about much-needed improvements since the previous inspection.
- Governors are highly focused and intent on raising standards further through their visits to the school and ability to challenge leaders knowledgeably.
- Following a period of changes to staff, standards are now rising because leaders ensure that learning activities cater for the needs of all pupils in school, including those who find learning difficult and those who are disadvantaged. This ensures good progress by all pupils from their various starting points.
- The quality of teaching has improved and is consistently good with some outstanding features. Relationships with pupils are positive and good-quality support and effective actions aimed at improving achievement are in place.
- Behaviour in and around school is good. It is typified by good levels of mutual respect between pupils and adults. Pupils are keen to learn and get on well with each other. Bullying is extremely rare.
- The school's work to keep pupils safe and secure is also good. Pupils are well supervised and know staff will listen if they have a problem.
- Parents express positive views of the school. They spoke warmly to an inspector of the good care and support pupils receive.

### It is not yet an outstanding school because

- The quality of marking is variable. Pupils are not always given enough guidance on how to improve their work.
- The level of challenge is not always high enough, particularly for the most able.
- Pupils, particularly children in the early years, do not have sufficient opportunities to develop their skills in the use of information and communication technology.

## Information about this inspection

- Inspectors visited several lessons or parts of lessons, four of which were observed jointly with the executive headteacher or head of school. Inspectors looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the executive headteacher, head of school, senior leaders, staff and groups of pupils. Inspectors also met the Chair of the Governing Body, the vice-chair and other governors and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- They observed movement around the school, playtime and lunch breaks. Displays around school and also in classrooms were scrutinised.
- Inspectors took into account the 26 responses to the online questionnaire (Parent View), as well as the results of a recent parent questionnaire carried out by the school. They also chatted informally with a number of parents.
- The 21 responses to the staff questionnaire were also considered.

## Inspection team

Christine Millett, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector
Rosemary Batty	Additional Inspector

## Full report

### Information about this school

- Clapgate is larger than the average-sized primary school.
- The school's part-time nursery operates in the mornings and afternoons for two separate classes. Reception class children attend on a full-time basis.
- The majority of pupils are from White British backgrounds. The proportion speaking English as an additional language is well below average.
- The proportion of disadvantaged pupils supported through the pupil premium funding, at 56%, is well above that found nationally. The pupil premium is additional funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Disabled pupils and those who have special educational needs make up 33% of the school population. This is above the national average.
- The proportion of pupils entering or leaving the school other than at the normal times is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since it was inspected in 2013, the school has entered into a formal collaboration with Westwood Primary School and, as a result, there have been significant changes in staff, including the appointment of an executive headteacher, head of school and other senior leaders. Many of the teaching staff are also new to the school.
- The school runs a daily breakfast club for pupils.
- The school is part of the Learning Trust (South Leeds) Foundation.

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

- Raise standards across the school further by:
  - ensuring there is always an appropriate level of challenge for all pupils, particularly the most able
  - developing consistency in the quality of marking so that all pupils know how to improve their work
  - increasing the use of information and communication technology in all subjects taught, particularly in the early years.

## Inspection judgements

### The leadership and management are outstanding

- The executive headteacher, and head of school, supported extremely well by all senior and middle leaders, and governors, provide the school with very strong, highly effective leadership and clear direction. Staff morale is high and everyone shares the same high expectations and ambition. It is this shared drive and vision that has ensured a rapid improvement in standards since the previous inspection.
- Subject leaders and managers have a very clear understanding of their roles. They lead their areas of responsibility extremely well both by example, providing guidance and advice, and in working collaboratively with colleagues. The school works closely with other local schools to check the accuracy of its assessments of pupils' work.
- Teaching is very well managed with an exceptionally strong commitment to providing opportunities for teachers to continue to develop their skills. This is also apparent in teachers' readiness to help one another through the sharing of ideas and resources. There is a clear link between the quality of teaching and targets and pay progression through rigorous arrangements to check teachers' performance.
- The school provides pupils with an extremely broad and balanced range of subjects. The themed approach combines elements of a number of subjects in a highly enjoyable and appealing way, while retaining an appropriate focus on skills in literacy and numeracy. French, physical education, art and music are taught by specialist teachers.
- Pupils' spiritual, moral, social and cultural development is promoted well. The curriculum includes activities that encourage tolerance and respect for others. From an early age pupils learn about different faiths and cultures, which contribute to their understanding of life in modern Britain.
- The school has an unquestionable commitment to ensuring every pupil has an equal opportunity to succeed. Senior leaders routinely collect information about individual pupils to identify those at risk of underachieving. The extra funding to support disadvantaged pupils has been use extremely effectively to ensure that these pupils make at least similar progress to their classmates and that where gaps remain they are closing rapidly.
- Assemblies and classroom based 'thought for the day', are used extremely well to promote pupils' spiritual, moral, social and cultural development through respectful behaviour, the celebration of achievement and the reinforcement of such British values as mutual respect and tolerance. The impact of this is clearly evident in the excellent relationships within school and the absence of discrimination.
- The school is making very good use of the primary school sport funding. More pupils are participating in a wider range of sporting activities and staff are benefiting from the expertise of the sports coaches who work alongside them. Lunchtime activities for all age groups encourage pupils to enjoy an active and healthy lifestyle.
- The local authority has provided a range of support and advice since the previous inspection and now recognises Clapgate as a good school.
- The majority of parents view the school positively. They have opportunities to attend meetings to discuss their children's work as well as celebration assemblies or information evenings. Regular newsletters keep parents up to date with the required level of attendance.
- **The governance of the school:**
  - Governors are extremely ambitious for the school and supportive of the schools' leadership teams. They are fully involved in the process of checking how well the school is doing through the school development plans, understanding strengths and areas for improvement well. They have a most impressive understanding of school performance data.
  - Governors are very confident to ask challenging questions of the headteacher and other school leaders about pupils' attainment and progress, as well as the targets set for teachers. They are fully aware of the links between achievement of progress targets and salary progression and ensure that teachers only receive financial reward if their pupils meet their achievement targets.
  - Through regular contact with the headteacher and frequent visits to school, governors are very clear on the quality of teaching and work closely with her to reward teachers appropriately for their performance.
  - Governors are willing to take part in any extra training relevant to their needs so they know how to check if the school is meeting the needs of all its pupils and striving for the highest standards. They are thus better able to challenge senior leaders.
  - Governors keep a close eye on the school's budget and recognise the impact the pupil premium funding has on the progress of those pupils eligible for support. They also recognise the value of the new primary school sport funding and how it is being deployed.

- The governing body ensures that all statutory requirements are met, particularly with regard to the safeguarding of pupils.

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

### **Behaviour**

- The behaviour of pupils is good.
- Pupils enjoy school and describe it as being 'fun', 'cheerful', 'fantastic' and brilliant.' They value the friendly atmosphere as well as, in their words, the 'education you get.' Relationships within the school are highly positive and pupils are keen to do their best for teachers and teaching assistants.
- Pupils are able to explain the school rules and understand the rewards and consequences associated with them. At the start of the school year each class is involved in discussing its own rules and every member of the class signs up to them. This helps pupils to understand that rules are set for good reasons.
- In lessons, pupils are polite and considerate. They have positive attitudes to learning and listen carefully when their classmates explain new ideas. They follow instructions well and the moves from one activity to another are smooth so no time is wasted. This begins from a very early age.
- Around the school relationships are harmonious, so playtimes and lunchtimes are pleasant, relaxed occasions. Breaks are well supervised and pupils are encouraged to play games and make use of the equipment provided.
- Pupils enjoy a range of responsibilities such as running the healthy tuck shop or sitting on the democratically elected school council.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils feel well looked after in school by all the adults around them. They know to whom they can turn if they have a problem and have every confidence that staff will do all they can to help.
- Pupils are made aware of the different types of bullying through talks from organisations such as Childline, but are adamant that it is extremely rare in their school. There are constant reminders around school of e-safety and cyber bullying.
- Lessons and assemblies raise pupils' awareness of safe and unsafe situations and help them to cope with the latter. Residential visits allow pupils to have fun and try out exciting outdoor activities in safe situations.
- Attendance is average. The school's new strategies for promoting good attendance have had a positive impact and it has been rising steadily.

## **The quality of teaching** is good

- Teaching throughout the school, including in early years, is good with some that is outstanding. It contributes much to pupils' rapidly improving standards and good levels of progress.
- Pupils enjoy their lessons and want to learn. They experience success and a sense of achievement in everything they do. This was witnessed in a mathematics lesson when, with great delight, as the penny dropped, one pupil exclaimed excitedly, 'It's 15...I swear, it's 15!'
- Teachers have clear expectations and well-established routines in their classrooms. Work is well planned, usually meeting the needs of all pupils, and includes meaningful first-hand experiences. Attractive displays of classwork and homework throughout the school celebrate pupils' achievements and show them that their work is valued.
- Reading is promoted well across the school. Pupils say they like reading and are given many opportunities to read in class. They have access to books in reading corners in classrooms or in the attractive library areas. Pupils are able to describe with great clarity how they would work out unfamiliar words using the different methods they have been taught and use dictionaries with ease in order to check on meaning.
- The teaching of writing is good. Pupils write confidently, fluently and at length, benefitting from regular opportunities to talk through their ideas and improve their word choices.
- The teaching of mathematics is also good. Pupils are able to draw upon a range of methods in order to carry out mathematical tasks independently.
- The development of pupils' skills in computing and the use of information and communication technology

as a learning tool is variable. Through effective and accurate self-evaluation, the school is aware this is an area for improvement and has identified it as such in the school development plan.

- The marking of pupils' work is regular and highlights accurately the positive aspects. However, there are some inconsistencies when informing pupils how work can be improved and this limits opportunities to challenge pupils, particularly the most able, to achieve even more.
- Teaching assistants make a valuable contribution to lessons often supplying highly effective support for disabled pupils and those with special educational needs, as well as disadvantaged pupils, ensuring that all pupils are included in lessons. Although opportunities exist for the most able to work with their peers from Westwood School, the work set for them in some lessons on a daily basis is not always sufficiently demanding.
- Relationships within lessons and throughout the school are strong. Not only do pupils work well together but staff do also. Staff are generous with their time in supporting and collaborating with colleagues and ensuring that the best practice that exists in the school is shared.

### **The achievement of pupils is good**

- The progress made by pupils in school is accelerating rapidly. As a direct result of strong leadership and management, weaknesses in teaching have been addressed, expectations raised and more challenging targets set. Staff and pupils alike have risen to the challenge and achievement is improving strongly in all parts of the school.
- Children enter the Nursery class with skills and knowledge that are below what is typical for their age. From their different starting points they make good progress so by the end of the Reception year an ever-increasing proportion reach a good level of development, ensuring they are ready to start Year 1.
- Standards by the end of Year 2 in reading, writing and mathematics are below those found nationally. However, for the vast majority of pupils, progress in Key Stage 2 is good and achievement is improving. In 2014, the results in national tests were the best they have been for a number of years.
- The proportion of pupils reaching the required standard in the 2014 national screening check for Year 1 pupils on phonics (letters and the sounds they make) was below average, but had improved considerably on the previous year. Pupils catch up in Year 2 so that by the end of the year the proportion reaching the required standard is similar to the national average.
- Progress throughout Key Stage 2 is improving strongly. Over time, standards at the end of Year 6 have been below national averages. In 2014, attainment in reading, writing and mathematics, and spelling punctuation and grammar had improved and was in line with national averages.
- The most recent test results show that, from their starting points, by the end of Year 6, the proportions of pupils making expected progress in reading, writing and mathematics are similar or better than those found nationally. The proportions making more-than-expected progress are above the national average in reading and are similar in writing and mathematics.
- The proportion of disabled pupils or who have special educational needs varies from year-to-year as does the complexity of their needs. Their progress is tracked rigorously to ensure that they make at least similar levels of progress as their classmates and support is put in place as and when appropriate.
- Over time, as a result of the effective spending of pupil premium funding, disadvantaged pupils make similar or better levels of progress than other pupils nationally in mathematics and reading. Progress in writing is a little below this.
- Results in national tests in 2014 show that there are gaps of two terms between the attainment of disadvantaged pupils and non-disadvantaged pupils nationally in reading and writing, and three terms in mathematics. However, these gaps have reduced considerably on previous years. The in-school gaps are much smaller, being approximately one term but again, much narrower than in previous years.
- The school has accurately identified where there are potential gaps in other year groups. The school's own data and inspection evidence from the scrutiny of pupils' books indicate that progress made by all groups of pupils in all year groups in the school is often above average and that standards are set to improve even further.
- The most able pupils are making good progress but are not yet reaching the levels of which they are capable by the end of Year 2 and 6. By the end of Year 6, the proportion reaching the higher levels of attainment is below average in reading, writing and mathematics. The school has correctly identified that, in the past, work for the most able has lacked the necessary challenge to enable them to reach their full potential.
- As a result of rapidly improving standards and progress, pupils are now leaving the school much better

prepared for their secondary school careers.

### The early years provision

is good

- The early years is well led and managed. Leaders have a clear understanding of the strengths and key priorities in order to improve the setting further. Staff are enthusiastic, knowledgeable, well trained and support each other well. They meet together regularly to discuss how well children are doing and plan appropriate activities which will appeal to their young learners and ensure their continued good progress.
- Children work and play well in a happy, safe and secure learning environment. The development of their personal, social and emotional skills has been highlighted as a priority and evidence of this can be seen in the guidance children are given in sharing and taking responsibility for the equipment they have been using. Daily routines are well established and most children settle quickly into these; a small proportion needs a little more encouragement.
- Teaching is good. Indoor and outdoor areas are well resourced enabling children to have access to a wide range of learning experiences such as mark making, role play, and clay work. However, they have too few opportunities to use information and communication technology as a learning tool.
- The recent topic on dinosaurs has really captured children's imaginations and they are able to name several species of dinosaur as well as describe how their eggs hatch. Children focused intently on planting seeds to grow dinosaur food and were willing and eager to talk about their work. They readily engage in conversation with adults. Staff extend children's learning further through skilful questioning.
- The starting points for children entering nursery are generally below those typical for children of this age. They make good progress during their time in early years. The proportion of children reaching a good level of development by the end of the Reception Year is improving strongly year on year as a result of good teaching and accurate record keeping.
- Staff have established good relationships with parents and this positive partnership is strengthened through home visits and 'stay and play' sessions at the start of the day.

## 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>	107958
<b>Local authority</b>	Leeds
<b>Inspection number</b>	453618

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>	402
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cathy Gurnley
<b>Headteacher</b>	Zoe Adams
<b>Date of previous school inspection</b>	26 March 2013
<b>Telephone number</b>	0113 271 6700
<b>Fax number</b>	0113 270 2810
<b>Email address</b>	clapgate@westwoodandclapgate.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

