

# Quarry Mount Primary School

Pennington Street, Woodhouse, Leeds LS6 2JP

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| <b>Inspection dates</b>                      | 15–16 October 2015   |
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| Effectiveness of leadership and management   | Good                 |
| Quality of teaching, learning and assessment | Good                 |
| Personal development, behaviour and welfare  | Good                 |
| Outcomes for pupils                          | Good                 |
| Early years provision                        | Good                 |
| Overall effectiveness at previous inspection | Requires improvement |

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher provides excellent leadership for the school and has been relentless in driving improvements. As a result, this is an improving school.
- This is an inclusive school and staff have worked hard in promoting equality, diversity and respect for different cultures. Pupils have a well-developed awareness for the rights of all pupils to be respected.
- From their different and often low starting points, pupils make good progress in reading, writing and mathematics.
- Teaching is improving. Most teaching is now good and meets the needs of the pupils well.
- Pupils are polite and courteous to each other and adults. They work well in lessons and play harmoniously together at playtimes.
- Procedures to ensure that pupils are safe are effective. Safeguarding procedures are implemented effectively and consistently. Pupils say they feel safe.
- The quality of provision in early years is good and as a result children make good progress from their individual starting points.
- Governors know the school well. They are actively involved in school life. They are well informed about the achievement of pupils and hold leaders to account for the performance of the school.

### It is not yet an outstanding school because

- The most-able pupils do not make sufficiently rapid progress to reach the higher levels because work is not always hard enough to challenge them.
- Occasionally, the marking and feedback of pupils' writing from teachers does not always challenge them to attempt more demanding work.
- Pupils do not always apply the writing skills they have learned in lessons to their longer pieces of written work.
- Some middle leaders are new to their positions and have yet to fully develop their roles.
- The attendance of pupils is beginning to improve but is below national averages.

## Full report

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

- Improve the quality of teaching and thereby further raise the attainment for all pupils and in particular the most able by:
  - setting work in all classes that is hard enough to stretch pupils to reach higher standards and make rapid progress in reading, writing and mathematics
  - ensuring that the marking and feedback of pupils' writing by teachers gives pupils opportunities to attempt more demanding activities that deepen and extend their learning
  - ensuring that pupils apply the writing skills they have learned in English lessons to their longer pieces of written work.
  
- Improve leadership and management by:
  - further developing the role of middle leaders to increase their impact on improving teaching and thereby pupils' achievement
  - improving attendance for all pupils.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher provides excellent leadership for the school and since the previous inspection has implemented changes that have led to rapid improvements in teaching and learning. She is ambitious for the school and, along with an equally ambitious and supportive governing body, is moving the school forward. As a result this is a rapidly improving school.
- The school has very robust procedures to monitor the performance of staff and the impact it is having on pupils' achievement. The school provides good professional development linked to its improvement priorities, as well as specific development to meet the needs of individual teachers. As a result, teaching is improving.
- The curriculum is broad and balanced. It has a strong emphasis on promoting British values and the spiritual, moral, social and cultural development of pupils. It is enhanced by projects such as 'Art around the world' and a range of extra-curricular activities, such as sport and a choir. The local community is used as a resource, for example Year 5 pupils did a project on Islam and used the local mosque to study aspects of that religion, such as Islamic stories and art. As a result of what the school does, pupils are well prepared for life in modern Britain.
- Quarry Mount is an inclusive school. An ethos of fairness and respect pervades everything the school does. As one parent commented, 'I prefer to come to this school even though it's not the nearest because they treat everybody equally'.
- The pupil premium funding is used effectively to support disadvantaged pupils. The funding has been used to employ additional support staff to deliver intervention programmes for groups and individual pupils. The school has also been able to secure the services of a speech therapist and a counsellor.
- The school uses the additional primary sport funding successfully. Games and physical education resources, specialist coaching and after-school clubs are funded by the additional money the school receives. This has led to more pupils leading active lifestyles.
- Middle and subject leaders are new to their roles. They bring fresh ideas to their areas of responsibility and there are early signs that they are having an impact. However, due to being new to role, some middle leaders lack the skills and confidence to check the quality of teaching and learning in their respective areas.
- The local authority has provided effective support since the school's previous inspection. This has included support for governors, continuous provision in Year 1 and support from a specialist leader of education.
- Overwhelmingly, parents feel that the school is well led and their children are well cared for.
- **The governance of the school**
  - Since the school's previous inspection, the governing body have been very proactive in developing their roles. They have reviewed their effectiveness and implemented action plans to support the school further. As a result, governors are now very effective. They have a clear view of how well the school is doing and where it needs to improve. Governors are well informed about the quality of teaching and understand the link between teaching and pupils' achievement. Governors know how the pupil premium is spent and the impact it is having on achievement.
- The arrangements for safeguarding are effective. School policies and safeguarding procedures are implemented effectively. School leaders work together with parents and the local community to make sure all groups are well supported and kept safe.

### Quality of teaching, learning and assessment is good

- The quality of teaching across the school is typically good. As a result, most groups of pupils in all classes are making good progress from their different starting points.
- Teachers work closely with teaching assistants who contribute well to pupils' learning. Teaching assistants support individual pupils and groups to good effect, which allows pupils of all abilities to make progress.
- Staff know pupils well as individuals and there are positive and productive relationships in the classroom. Through their questioning and the activities they set, staff work hard to ensure all pupils have an equal opportunity to learn.

- Pupils are encouraged to share their ideas with each other in groups or with partners. As a result, they grow in confidence in explaining their ideas to each other.
- Teachers mark pupils' work regularly and give guidance on how they can correct their work and make further improvements. Not all teachers provide clear enough advice for pupils about how to further improve their writing, and they do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.
- Reading is taught well. Younger pupils follow a detailed programme for learning the sounds that letters make (phonics) and are encouraged to apply their skills to both read and spell words.
- The teaching of mathematics is providing greater challenge through a progression of tasks, including reasoning and problem-solving, and there are signs that this is having good impact on achievement. Just occasionally, in some classes, the most-able pupils are not moving on to the more demanding activities when they are ready.
- The teaching of writing has improved. Pupils cover a range of writing styles and their writing skills are built on progressively. Pupils are taught how to use correct grammar and other skills through activities completed during English lessons. A scrutiny of pupils' work shows that, just occasionally, they are not applying these skills to their longer pieces of writing.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils at Quarry Mount get on well with each other. Respect for different cultures is a strong ethos that permeates the school. Pupils from different backgrounds work and play together happily.
- The school works hard to ensure that pupils know how to keep themselves safe, through such initiatives as 'Safeguarding me week', when safeguarding issues like e-safety and anti-bullying are addressed. As a result of what the school does, pupils say they feel safe.
- Pupils have positive attitudes to learning and are keen to do well. They support each other well, for example when working with a partner.
- Parents who responded to Ofsted's online questionnaire, Parent View, and those who spoke to inspectors, overwhelmingly felt that the school keeps their children safe and that behaviour is good.

### **Behaviour**

- The behaviour of pupils is good.
- Inspectors observed good behaviour in lessons, in assembly, around the school and on the playground. Pupils are polite and courteous to each other and adults.
- School records and discussions with pupils show that incidents of inappropriate behaviour and derogatory or racist language are rare and are dealt with effectively by the school's leadership.
- Older pupils take responsibility in a variety of different areas. For example, 'Rainbow team leaders' supervise other pupils around the school, such as on the stairs and down the corridors.
- Pupils' attendance is low when compared to national averages. The impact that religious holidays have on attendance is noticeable. The leadership of the school has worked hard at improving this and there are signs that attendance is improving, especially for pupils who are persistently absent.

## **Outcomes for pupils are good**

- All groups of pupils, irrespective of their varied ethnic heritages and including those whose circumstances make them vulnerable and those who learn at a slower rate, make good progress.
- The school has a significant number of pupils who start and leave the school at different points of the year. This high level of mobility is beyond the control of the school. The pupils who join the school often have no or limited English-speaking skills and to begin with have difficulty accessing the curriculum. However, they are quick to settle and very soon make good progress from often low starting points.
- Although overall attainment at the end of Year 2 and Year 6 are low in comparison to national averages for reading, writing and mathematics, the school has good evidence to show that groups of pupils who

remain at the school throughout Key Stage 1 and most of Key Stage 2 reach the expected standards by the end of each key stage.

- The progress that pupils are expected to make in reading, writing and mathematics by the end of Key Stage 2 is mostly above national averages; the number of pupils who make better-than-expected progress has increased in 2015 for reading and also for writing, which is now above national averages.
- The proportion of pupils reaching the required standard in the Year 1 phonics check is below the national average. However, the make-up of the class that took the test is different from its entry into Year 1 as a result of high mobility in this year group. The school has good evidence to show that pupils who were in the school at the end of the Reception year achieved well in this test.
- The standards that disadvantaged pupils achieve are below other pupils nationally for reading, writing and mathematics. However, the progress that they make is mostly better than all pupils nationally.
- The proportion of pupils reaching the higher levels of attainment at the end of Year 2 and Year 6 have typically been low in comparison to national averages. Although the high mobility of pupils does impact on overall standards, lesson observations and work scrutinies during the inspection indicated that some of the most-able pupils are not always completing work that is sufficiently challenging.
- The needs of disabled pupils and those with special educational needs are accurately identified and they receive effective support. Their progress is similar to that of other pupils.
- Pupils whose language is other than English attain lower standards than other pupils, but their progress is typically better than national averages for all pupils.
- Pupils across the school are now making better progress in reading, writing and mathematics, and their social, moral, spiritual and cultural awareness is strong. This is helping them to develop into well-rounded citizens and they are well prepared for the next stages of their education.

## Early years provision

**is good**

- Many children start the early years provision with skills and abilities that are significantly below those typical for their age. Many children face considerable challenges and have weak skills in speech and language. Many join speaking no English.
- At this early stage of the year, children have quickly settled into school because teachers and other adults are calm and very clear about expectations.
- Children make good progress and, although their skills have improved considerably, on entry to Year 1, many are still working towards achieving a good level of development.
- The provision is well led and managed. Adults work together effectively as a cohesive team.
- The quality of teaching is good. Staff make good use of both indoor and outdoor environments. Just occasionally, some most-able children do not have opportunities to develop their writing skills.
- The outdoor provision is used well and provides lots of opportunities for children to explore and investigate. They work and play together well and their behaviour is good.
- Early years staff ensure that children are safe. Policies and procedures are implemented consistently and there are no breaches of statutory welfare requirements. Consequently, safeguarding is effective.
- Partnerships with parents are strong. Through initiatives such as 'stay and play', which are well attended by parents, staff are able to model how to play games with children during these sessions.

## School details

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|--------------------------------|----------|
| <b>Unique reference number</b> | 107889   |
| <b>Local authority</b>         | Leeds    |
| <b>Inspection number</b>       | 10002098 |

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

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| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 195  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Liz Singleton  |
| <b>Headteacher</b>                         | Karine Hendley   |
| <b>Telephone number</b>                    | 0113 245 5803  |
| <b>Website</b>                             | <a href="http://www.quarrymount.leeds.sch.uk">www.quarrymount.leeds.sch.uk</a>             |
| <b>Email address</b>                       | <a href="mailto:khendley@quarrymountprimary.org.uk">khendley@quarrymountprimary.org.uk</a> |
| <b>Date of previous inspection</b>         | 18 September 2013  |

## Information about this school

- Quarry Mount Primary School is a smaller than average-sized primary school.
- The proportion of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium funding is higher than average. (The pupil premium is additional funding to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs is above average.
- The school meets the government's floor standard, which sets out the minimum expectations for pupils' attainment and progress.
- There is a children's centre and pupil development centre on site which are inspected separately. The school is part of a primary school trust known as The Lantern Learning Trust.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. Two lessons were observed jointly with the headteacher.
- Pupils' work was scrutinised. These were joint work scrutinies with the headteacher.
- Inspectors listened to pupils read.
- Meetings were held with pupils, the headteacher, other staff, members of the governing body and a representative of the local authority.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds during breaks and in the dining hall.
- Inspectors met with parents at the start of the school day.
- Inspectors analysed the 17 responses that had been submitted to the online questionnaire for parents (Parent View).
- Inspectors scrutinised a number of documents, including the school's view of its own performance, school improvement plans and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 28 questionnaires completed by members of the school staff.

## Inspection team

Alan Chaffey, lead inspector

Ofsted Inspector

Janet Keefe

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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