

# Seacroft Grange Primary School

Moresdale Lane, Leeds, West Yorkshire LS14 6JR

<b>Inspection dates</b>	8–9 June 2016
<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 new headteacher, working closely with the deputy headteacher and governing body, has set out a crystal-clear direction for the school. This has brought about rapid improvement in the quality of teaching and learning and pupils' behaviour.
- Governors know the school well, take their responsibilities seriously and provide effective support and challenge for senior leaders.
- The 'Seacroft commitment' and the 'gold standard' set out high expectations and instil a strong sense of purpose.
- The quality of teaching, learning and assessment has improved since the last inspection and is now good. As a result, standards are rising, outcomes for pupils are improving strongly and the progress made by pupils has accelerated. Current pupils are making good progress in all year groups.
- Pupils take great care with their handwriting and the presentation of their work in English and mathematics.
- The quality of leadership, teaching and provision in Reception is good. This helps children to grow in confidence and get off to a good start with their reading, writing and mathematics.
- The school provides a happy, calm and secure environment where pupils can thrive.
- Pupils are well behaved, get on well and show respect and tolerance for one another.
- Pupils are keen and eager to take on responsibilities in the school. Carefully chosen topics and the '84 experiences pledge' ensure that there are plenty of trips, visits and visitors to help pupils develop their knowledge and understanding of the wider world.
- Pastoral care and support are real strengths at Seacroft Grange. The school works very closely with a range of external partners, including the Seacroft forum, to keep pupils safe and ensure their well-being.

### It is not yet an outstanding school because

- Not enough pupils achieve the standards expected by the end of Year 2 and Year 6.
- Some key stage 2 pupils lack confidence when explaining their learning and expressing their views.
- Some leaders are new to their roles; their skills to check the impact of actions and bring about the improvements needed are not fully developed.
- Parents are not clear about the school's approach to homework.

## Full report

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

- Raise standards and improve outcomes for pupils further by:
  - ensuring that the attainment and progress of all pupils continues to rise in all subjects and the proportion of pupils achieving the standards expected at the end of Year 2 and Year 6 continues to increase
  - providing more opportunities for key stage 2 pupils to gain confidence in explaining their learning and expressing their views
  - closely monitoring the most able pupils in lessons to make sure that the learning activities they are given are stretching and challenging them so that they can achieve better outcomes
  - ensuring that teachers provide 'challenge' and 'next-step' activities that are pitched at the right level for individual pupils
  - ensuring that pupils pay as much attention to the quality of their handwriting and presentation in topic books as they do in their English and mathematics books.
  
- Develop the skills of those leaders who are new to their roles, particularly in relation to monitoring, checking and reporting the impact of their actions on driving forward improvements in the areas they are responsible for.
  
- Ensuring that parents are clear about the school's approach to homework.

## Inspection judgements

### Effectiveness of leadership and management is good

- The new headteacher and the deputy headteacher provide inspirational leadership. They are ambitious for the school and are winning hearts and minds. All of the adults and pupils work hard to live up to the school vision: 'we want the best for and the best from everyone in our learning community'.
- Leaders have identified the right priorities and actions needed to bring about rapid improvement. There has been a relentless focus on improving the quality of teaching and learning and pupils' behaviour. The areas identified as being in need of improvement at the last inspection have been dealt with rigorously. The school has changed markedly as a result.
- There is a consistent approach to the implementation of whole-school strategies and policies. This is aided by the creation of 'guides on a side' that set out and summarise requirements and procedures simply and concisely. As a result, both staff and pupils have a clear, shared understanding about what is required.
- The curriculum meets the needs and interests of pupils well. The school's approaches to reading, writing and mathematics are improving pupils' attainment and raising standards. Activities such as the half-termly 'story-telling week' are bearing fruit: enthusing pupils and developing their fluency in reading and their self-confidence when speaking, especially in Reception and key stage 1.
- Pupils are being effectively prepared for life in modern Britain. The '84 experiences' pledge shows the high priority the school places on developing the pupils' understanding of themselves and their responsibilities as global citizens, providing them with access to a wide range of visitors, out-of-school activities and visits.
- All of the staff have an unwavering commitment to ensuring equality of opportunity for all of the pupils. The leadership and delivery of provision for pupils who have special educational needs or disability and pupils in vulnerable groups is good. These pupils make good progress as a result.
- The care and attention paid to pupils' pastoral care and support is impressive. Strong links have been forged with a range of external agencies to ensure that pupils' needs are accurately identified and timely support is provided.
- Regular meetings are held between leaders, teachers and support staff to discuss and review the progress of each individual pupil alongside the school's assessment information. This enables staff to quickly make or adapt plans to address any potential underachievement.
- Systems for tracking and recording pupils' progress and attainment are thorough. School leaders and external moderators check the accuracy of tracking information and assessment judgements rigorously.
- The management of staff performance is effective. Leaders make regular observations of teaching and learning and rapidly identify where improvements are needed, so they can provide focused development and support where required. Consequently, the quality of teaching and learning continues to improve.
- Previous staffing issues have been swiftly tackled. A stable and committed staff team has now been created.
- Teachers who are new to the school or relatively new to teaching are being effectively supported through the training and coaching provided by school staff, the local authority and from Bankside Primary School and Parklands Primary School.
- The pupil premium funding is used well to meet individual pupils' needs. Funding provides for targeted small-group work and individual activities and the provision of specialist support staff such as play and behaviour support workers. Senior leaders and governors carefully check the progress of pupils entitled to pupil premium funding. As a result, these pupils make good progress in English and mathematics.
- The additional physical education and sport premium funding is well spent. It increases opportunities for pupils to enjoy physical activities, access a wide range of sports and helps promote their self-confidence.
- The school leadership team has recently been extended. Members of the team are enthusiastic, committed and have a good understanding of the school's priorities and their areas of responsibility. However, several members are new to their roles. As yet they have had limited opportunities to develop the skills, knowledge and experience required to drive forward improvements in the areas of the school they are responsible for.
- The school is being well supported by the local authority. Leaders and governors value highly the advice and challenge provided by their school improvement adviser. Links with the White Rose Hub are being used to good effect, resulting in improvements in teaching and learning in mathematics. The school will become a formal member of the Leeds East Primary Partnership with effect from September 2016.

- The local authority has full confidence in the school leaders to sustain and build further on the significant gains already made.
- More than half of the parents completed the school's recent questionnaire. The vast majority of responses were positive. Parents who spoke with inspectors were also positive about the school leaders and the quality of education and care their children receive, although some did question whether their children were being given enough homework.
- School leaders have worked hard to develop positive relationships with parents and the local community. The parent teacher association, community volunteers and local businesses make a valuable contribution to the life of the school, for example through the refurbishment of the 'golden gateway', a mobile classroom, which serves as a base for the behaviour support team and adult learning. They make lively murals and beautiful gardens, hanging baskets and tubs, all of which helps to create a nurturing environment for pupils.
- **The governance of the school**
  - The structure and membership of the governing body has changed significantly since the previous inspection. A skills audit has been undertaken and actions arising from it have been swiftly implemented.
  - New governors have been appointed. The school benefits greatly from the knowledge, skills and expertise the governors now bring.
  - The governors are an effective force in providing support and challenge to the school. They visit the school regularly, and set aside time to seek parents' views formally and informally and check the impact of the work of school leaders.
  - Governors are kept well informed about the school's performance and are knowledgeable about the school's work to reward good teaching and tackle any underperformance.
  - Governors research what is happening more widely in the education sector and are establishing links with other governors in Leeds, so that they are well informed about developments in the local area.
- The arrangements for safeguarding are effective. Governors, in conjunction with the senior leaders, ensure that all statutory requirements are in place. Staff and governors receive regular and appropriate training. Strong, robust systems are in place and the excellent relationships and trust established between staff and pupils promote a safe culture in school. The school works extremely well with outside agencies and proactively seeks support for vulnerable children and families.

## Quality of teaching, learning and assessment is good

- Teachers know their pupils very well as individuals and make good use of assessments to plan lessons so that pupils can work towards different outcomes according to their previous learning.
- Teachers take account of pupils' interests. Almost all lessons are lively and enjoyable and almost all pupils participate enthusiastically.
- Resources and activities are generally pitched at the right level. Teachers are skilful at planning exciting learning activities that are of just the right length to sustain pupils' interest, enthusiasm and engagement. Pupils' attainment in all year groups is rising rapidly and pupils are now making much better progress in all year groups as a result.
- Teachers' good subject knowledge is evident in the quality of their explanations. Skilful questioning draws out pupils' knowledge and extends their thinking effectively. Teachers leave plenty of time for the pupils to think carefully about what they want to say before they answer. Any misconceptions are addressed tactfully and swiftly, and every opportunity is taken to draw other pupils into discussions.
- The skilful teaching of phonics (letters and the sounds that they make) in Reception and Year 1 enables pupils to make good progress in the development of the basic skills for reading and writing, taking account of their individual starting points.
- Pupils enjoy reading and are encouraged to do so by the newly refurbished and well-stocked library. Pupils' reading and comprehension skills are developing strongly as a result. Staff use daily reading sessions well to listen to pupils read and provide them with plenty of opportunities to develop confidence and fluency.
- English is taught well. There is a strong focus on writing at length and in different subjects and this is resulting in the significant improvements currently seen throughout the school.

- The teaching of art is a real strength at Seacroft Grange. Pupils' work on display around the school is of high quality. Pupils frequently win external competitions and this promotes individual pride and as well as pride in the school.
- The quality of teaching in mathematics is improving. Teachers value the support that is being provided through the White Rose Hub. Pupils' skills in calculation, for example, are developing at a faster rate than previously because of this. School leaders know there is more work to do to develop pupils' problem-solving skills and help them complete more mathematics work in greater depth. Plans are in place to address this.
- The levels of support provided by additional staff such as teaching assistants are generous. Most support staff are effectively deployed in lessons and for targeted interventions, but the impact of the support provided on pupils' learning is sometimes limited.
- Pupils' are rightly proud of their good-quality handwriting and the presentation of their work in English and mathematics books and in work on display around the school. However, the handwriting and presentation in pupils' topic books is not always to the same standard.
- Teachers consistently follow the school's marking policy. The feedback provided to pupils is mostly of a good standard. Occasionally the 'challenge' activities are too hard or the 'next-step' activities are not pitched at the right level for the pupils. This means that pupils are not always able to complete the additional work set for them or they are unable to make the improvements that have been suggested.
- The school does not set formal homework, but makes topics and suggestions for home learning activities, including reading, available to parents on the website and through school circulars. Parents are informed about home learning and topics through regular newsletters. Some parents who completed the school's own survey and some who spoke with inspectors said that their child did not get any work to do at home, and they were unclear about the school's homework policy.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The ethos of the school is very positive. There is a strong sense of warmth and community.
- Vibrant high-quality displays convey consistent messages about the values of the wider society and the school. The achievements of pupils are also recognised, as are the contributions of those pupils who have taken up school responsibilities.
- Assemblies celebrate pupils' achievements and encourage pupils to develop qualities such as perseverance and resilience. They are also used to provide good opportunities for pupils to share their learning with the whole school and to speak in front of larger groups. For instance, during an assembly observed by an inspector, Year 2 pupils retold a fable in their own words. The pupils confidently read their stories and the apology letters they had written from the fox to the stork aloud to the whole school.
- Pupils' social and moral development is currently stronger than their knowledge and understanding of different faiths and cultures. School leaders are taking effective action to address this through topic work, assemblies and the '84 experiences' pledge. This is the school's commitment to provide every child with one class and one whole-school trip, visit or visitor, to enrich their learning each half term. These visits are often open to parents.
- Pupils are very clear about the 'gold standard' social and behaviour rules set for staff and pupils. They try hard to live up to them and believe they are fair. Pupils report that instances of poor behaviour, bullying and racism are very rare in school and they are dealt with promptly by staff if they do occur.
- Pupils feel safe and happy in school. Very effective and sensitive support is provided by the school's pastoral staff for pupils and parents whose circumstances make them vulnerable. Pupils' emotional and physical needs are well met by all staff and through the curriculum.

### Behaviour

- The behaviour of pupils is good.
- Pupils' attitudes to learning have improved markedly since the last inspection. Almost all pupils are now keen to learn and willing to work hard. This is making a strong contribution to the gains in pupils' attainment and progress that are now being seen throughout the school.
- Pupils show respect for one another and are kind. They enjoy working together and helping each other in lessons and at social times.

- The school has a clear behaviour policy that makes effective use of sanctions, praise and rewards and encourages pupils to behave well. Instances of poor behaviour have fallen as a result.
- The school deals extremely well with challenging behaviour. Behaviour support officers and play workers are deployed effectively and provide sensitive, timely support where it is needed. This is because they know their pupils and any trigger points very well. Pupils are rarely excluded but they are sometimes withdrawn to the specialist base in the 'golden gateway' for a short period of time if they are having difficulties controlling their anger or frustration. Pupils are returned to their classroom quickly as soon as they are back in control of their emotions.
- Attendance is now broadly average. Leaders have been successful in improving attendance and significantly reducing the number of pupils who are persistently absent. Monitoring and tracking of pupils' attendance is rigorous. The school uses its own minibus to collect some pupils each morning. It works closely with the Seacroft multi-agency forum as well as the local 'on-street cluster bus', and the education welfare officer if there are any concerns about children who are missing from school.

## Outcomes for pupils

## are good

- Pupils' attainment and their rates of progress are improving rapidly throughout the school as a result of strong leadership, teachers' higher expectations, more rigorous assessment and better teaching. External moderation and inspection evidence indicates that the school's assessments and predictions are accurate.
- Throughout the school, pupils are being better prepared for the next step of their education. The school's information and work in pupils' books demonstrate that the majority of pupils are making good progress relative to their different starting points, although the school's current tracking information shows that Years 4 and 5 are making slightly less progress than other year groups.
- The school knows each pupil well as an individual. This ensures that support programmes for those pupils who have special education needs or disability are strong and effective. Their specific needs are being effectively met and consequently they are making similar progress to their classmates.
- In 2015, disadvantaged pupils' progress improved in reading, mathematics and particularly in writing. Many pupils made better than expected progress, and as a result the proportions of disadvantaged pupils who attained the expected levels in English and mathematics improved. School information shows that the vast majority of disadvantaged pupils are currently making at least expected progress and many are making better than expected progress.
- The confidence of pupils in most year groups when reading and when discussing their learning with others is coming on in leaps and bounds. However, some pupils in key stage 2 are not as confident in expressing their views. This is because these pupils were provided with limited opportunities to develop their confidence when they were lower down the school.
- The attainment and progress of the most able pupils is improving, but not as quickly as it is for other pupil groups. This is because their learning and progress is not always monitored as closely in lessons and as a result they are not always being given work that stretches and challenges them enough.
- The proportion of Year 1 pupils meeting the required threshold in phonics has increased significantly over the past three years from a very low base. In 2015, the proportion of pupils meeting the expected standard improved substantially and was just below the national average. Boys and disadvantaged children did much better than their peers nationally.
- Attainment at the end of key stage 1 has remained stubbornly low over the past three years. At the end of 2015, the proportion of pupils who attained at the expected level in reading, writing and mathematics was well below the national average, although the attainment of disadvantaged pupils was broadly in line with their peers nationally. Current information shows that pupils in key stage 1 are making good progress and that standards are rising quickly as a result.
- In 2015, pupils' progress across key stage 2 also improved significantly. Pupils' attainment in reading and mathematics rose compared to the previous year but remained well below average. Pupils' attainment in writing was broadly average because of the strong progress the pupils had made between key stage 1 and key stage 2.



## Early years provision

is good

- Children's skills and abilities when they enter Reception are generally below those typical for their age. From their individual starting points, children make progress that is at least good.
- The proportion of children attaining a good level of development in Reception in 2015 was well below that found nationally, despite the good progress they had made during their first year at school.
- In the current year, many children are making better than expected progress. Children are achieving rapid gains in their personal and social skills development and their literacy and numeracy skills in particular as a result.
- Indoor and outdoor learning provision is vibrant and captures children's imagination well. Resources and activities are carefully chosen so that children can explore, be inquisitive, develop their imagination, creativity and physical skills, and play and learn independently or together.
- Staff plan activities well and ensure that they stimulate children's interests and meet their learning needs. There are exciting opportunities for children to develop their understanding of number and to begin to develop their writing skills.
- A strong focus is placed on developing children's literacy skills. For example, during a 'what's in the box' adult-led activity, children took turns in reading out loud simple sentences giving clues about what animal they would find inside the box. Their classmates listened attentively and then discussed what animal they thought it might be. When the box was opened children had lively discussions about whether it had been a good clue or not. For instance, why the clue for a reindeer had said 'it might be magic'.
- Children feel safe and secure and clearly enjoy their time in Reception. They behave well, listen carefully and follow instructions. Most children focus hard on their tasks.
- Early years leadership is strong. It is characterised by a thorough knowledge and understanding of how children develop and accurate assessment. This enables specific development needs to be identified and met quickly.
- The quality of teaching is typically good. Phonics skills are well taught through carefully structured adult-led sessions. Close links with the Year 1 teacher ensure that children's transition is seamless, so that the rapid gains they have made and the skills they have learned in Reception can be sustained and built upon.
- Teamwork is strong. Teachers and support staff know the children very well. Excellent attention is given to the children's care, safety and well-being.
- Effective induction arrangements include home visits. Staff work hard to foster good partnerships with parents and to encourage them to contribute to their children's learning.
- There are good partnerships with the speech and language therapist and other professionals, including the local children's centre. These links help the school to deal promptly with any individual developmental or special educational needs.

## School details

<b>Unique reference number</b>	107928
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10012038

This inspection 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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	William Gale
<b>Headteacher</b>	Chris Florey
<b>Telephone number</b>	0113 2605385
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<b>Date of previous inspection</b>	3–4 June 2014

## Information about this school

- Seacroft Grange is an average-sized primary school.
- There have been a number of changes to staffing and the governing body since the previous inspection in June 2014. The headteacher joined the school in September 2015. Four newly qualified teachers also joined the school in September 2015.
- Pupils attend the Reception Year on a full-time basis.
- Most pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported by the pupil premium is well above average. The pupil premium is additional government funding provided to give extra support to children looked after and those pupils known to be eligible for free school meals.
- The proportion of pupils with additional school support for their special educational needs is above average. The proportion of pupils with a statement of educational needs or an education, health and care plan is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has benefited from support and resources from the Seacroft and Manston cluster of schools, Bankside Primary School, Parklands Primary School, the White Rose Hub and schools in the Leeds East Primary Partnership.
- The school meets the Department for Education's requirements on the publication of specified information on its website.



## Information about this inspection

- The inspectors observed pupils' learning in 16 lessons, four of which were observed jointly with the headteacher and four of which were observed jointly with the deputy headteacher. Inspectors also observed groups of pupils working with support staff.
- The inspectors looked at pupils' work in their books and on display around the school, listened to pupils read and talked to them about their learning and their experiences of school in lessons and at breaktimes.
- Discussions were held with senior leaders and members of the extended leadership team, members of the governing body and a group of pupils. The inspectors also talked with a representative from the local authority and members of the parent teacher association.
- The headteacher, deputy headteacher and the inspectors met frequently throughout the inspection to discuss all aspects of the school's work and information about the pupils' current progress.
- The inspectors reviewed a wide range of documents and policies, information on safeguarding, records relating to the work of the governing body, leaders' plans for developing the school and records of the checks made on the quality of teaching and pupils' work.
- There were too few returns to Ofsted's online questionnaire, Parent View, to consider. The inspectors took account of the schools' own recent survey completed by more than 100 parents, the one response that was sent directly to Ofsted, and talked to parents at the start of the school day.

## Inspection team

Wendy Ripley, lead inspector

Ofsted Inspector

Ian Clennan

Ofsted Inspector

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