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17 April 2019

Mrs Natasha Singleton
Head of School
Clapgate Primary School
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Dear Mrs Singleton

Short inspection of Clapgate Primary School

Following my visit to the school on 27 March 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

At the last inspection, your predecessor was asked to raise standards by ensuring that teachers set work at the right level for pupils, particularly for the most able pupils. They were also asked to increase the use of information and communication technology, especially in the early years. You quickly set about resolving these issues, and the proportion of pupils reaching higher standards has steadily improved. Pupils' books show opportunities for pupils to use information technology, including for research, and children in the early years are exploring technology through tablets and programmable toys. Teachers are promoting the safe use of technology, encouraging pupils to use educational sites linked to the school website.

You and your leadership team have successfully improved the quality of teaching since the last inspection. You have provided bespoke mentoring to help teachers to develop their knowledge of specific subjects. There is a high degree of consistency in the quality of teaching, and a culture of high expectations pervades the school. In 2018, at the end of key stage 2, pupils' progress was above the national average in reading and pupils' combined attainment in reading, writing and mathematics was above the national average.

As a result of teachers' lively presentation and delivery of learning, pupils' attitudes towards their learning are terrific. Pupils are very engaged and keen to do the right thing; they listen well and are keen to contribute. Pupils are very appreciative of the

many opportunities they have for different experiences both in and out of the school and while on trips and residential. Pupils spoke enthusiastically about their school, saying teachers 'make learning fun'.

You and your senior leaders have a strong vision for the school. You are keen to share responsibility so that all staff understand the importance of improving the quality of education for children. Senior leaders have successfully supported teachers in the implementation of the 'learning experiences' curriculum. As a result of considerate mentoring and support from senior leaders, middle leaders are very effective in their roles. The effect of your belief in the development of staff is that ownership of school improvement is well and truly shared across leaders at all levels.

Minutes of governing body meetings show governors' considerable challenge and thoughtful questioning regarding the quality of teaching in the school. They have taken care to check the accuracy of leaders' evaluations.

Safeguarding is effective

Leaders and staff are vigilant in their approach to safeguarding. They work effectively with external agencies, including the police. All staff have been trained in spotting the signs and symptoms of potential abuse or radicalization of pupils. Staff have been trained in safe recruitment practices, and recruitment records are up to date. Staff use local authority audits effectively to ensure that they are continually improving their systems to ensure that pupils are safe.

Inspection findings

- During this inspection, I wanted to find out whether leaders have successfully improved the quality of teaching, and if support for disadvantaged pupils is effective. I wanted to know if the school provides a broad and balanced curriculum. I also wanted to check whether pupils' attendance is improving.
- Leaders have been relentless in their provision of continuous and in-depth training for staff, so that the subject-knowledge of teachers is well developed. Almost all teachers are skilled and enthusiastic. An examination of pupils' books showed their work is of a high quality in English and mathematics. Teachers are taking care to provide tasks that encourage all pupils to think about their learning and to stretch the most able pupils. Leaders have high expectations of pupils and staff. Together, teachers have developed consistency in their approach to delivering the curriculum.
- Children start school with skills and abilities below, and often well below, those typically seen in children of their age. At the end of the Reception Year, despite much bespoke teaching, fewer disadvantaged children reach a good level of development than is seen nationally. Early years staff are intent on developing children's confidence and language skills. Leaders spend the pupil premium monies effectively to provide teachers and teaching assistants to work with individuals and small groups. As a result of successful teaching and pastoral support, differences between the attainment and progress of disadvantaged

pupils and others are diminishing by the end of key stage 1. By the end of key stage 2, disadvantaged pupils have made good progress, and there is little difference between the attainment of disadvantaged pupils and others.

- Pupils experience a broad and exciting curriculum at Clapgate Primary. Teachers have carefully planned activities, trips and visits that expand pupils' experience and help them to understand the world around them. Pupils value the opportunity to earn 'Clapgate cards' for example, when they show behaviour and actions that are aligned to British values. Teachers provide interesting hooks to learning that draw in pupils who find learning difficult. Leaders have secured regular input from a drama company, which is effective in helping pupils to develop confidence and to expand their vocabulary. I observed teachers using 'imagineering' to help pupils to imagine a setting and to rehearse descriptive vocabulary prior to writing. In an art lesson, pupils were learning techniques to manipulate clay, making very good use of prior learning to create super Hepworth-style sculptures.
- The teaching of English and mathematics is very effective. However, some areas of the curriculum are less well developed. The subject content of science is not sufficiently challenging in key stage 2, and teachers have given too little time to enabling pupils to practise their scientific skills. Similarly, pupils have had insufficient opportunity to develop their knowledge and skills in a modern foreign language.
- Leaders have worked successfully to improve pupils' attendance, so that overall absence is only slightly higher than the national average figure. Leaders have introduced more systematic support to help the families of those pupils who were frequently absent in the past, including offering a minibus service and a 'walking bus'. As a result, 50% fewer pupils are now persistently absent than last year. Despite this improvement, there are still too many disadvantaged pupils who are regularly absent from the school.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers plan and deliver regular lessons in science to enable pupils to acquire appropriate knowledge and apply their skills to practical tasks to enable them to reach the standards expected for their age
- teachers ensure that pupils throughout the school have regular opportunities to learn and practise a modern foreign language
- they continue to work to reduce persistent absence and improve the attendance of disadvantaged pupils.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Leeds. This letter will be

published on the Ofsted website.

Yours sincerely

Lesley Butcher
Her Majesty's Inspector

Information about the inspection

During this one-day inspection, I was able to discuss the work of the school with you and your senior leaders. We visited classrooms together and looked at work in pupils' books. I was able to speak with many pupils throughout the day and I took into account the 36 responses to Ofsted's online pupil questionnaire. I spoke with a representative of the local authority and two members of the governing body. School documentation, assessment information, policies and information posted on the school website were also considered. I looked at the 15 responses to Ofsted's online questionnaire Parent View, along with the results of the school's own most recent questionnaire to parents and carers to gather views about the school. I also took into account the views of the 42 staff who responded to Ofsted's online staff questionnaire.