

Inspection of Seacroft Grange Primary School

Moresdale Lane, Seacroft, Leeds, West Yorkshire LS14 6JR

Inspection dates: 11–12 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school's 'gold standard' runs like a thread throughout all aspects of school life. Pupils aspire to be 'gold' in everything they do. They know their teachers expect them to work hard and behave well. Most pupils are positive about their learning and try their best. They say that they know their teachers care for them.

The golden rules adopted by the school help to shape and develop pupils' character. Pupils are aware that they are 'rules for life'. Staff encourage them to shine in all that they do. Pupils say this is for themselves, their school and their family. This adds to the distinctive sense of community that the school has.

There are opportunities for pupils to take part in community-based projects. These include working with people from different cultures and celebrating community days. The local police also work with pupils to ensure that they know how to keep themselves safe.

Pupils insist that bullying is rare. They are aware of different types of bullying, including cyber bullying. They are confident that if arguments develop into bullying then there are staff on hand to speak to. Pupils told us that staff take their concerns seriously and help to sort things out quickly.

What does the school do well and what does it need to do better?

Leaders have focused on improving behaviour and attitudes since the last inspection. All members of staff have high expectations for the behaviour of pupils. The school's 'gold standard' underpins everything. The systems and procedures in place are known and understood by everyone.

Leaders are ambitious for pupils. They map out pupils' learning and progress as set out in the national curriculum. The '84 experience' promise offered by the school drives learning. It provides opportunities for pupils to take part in a wide range of activities. Leaders have made progress with their plans in history. Progression documents used by teachers ensure that there are no gaps in pupils' learning. There is a similar picture in science and geography. Plans are less well developed in some subjects, such as art and design technology.

Leaders place a high priority on developing a positive environment for reading. Staff training and curriculum development have had a demonstrable impact on pupils' outcomes. As soon as they enter school, children learn phonics. Teachers plan carefully for the sounds that children will learn and when. Pupils understand how phonics works. This is helping them with their reading and spelling. Staff exploit many opportunities to practise phonics. Extra support is available for those pupils at risk of falling behind. Teachers promote reading for pleasure by reading to children and pupils every day. Leaders encourage parents and carers to share a love of reading with their children.

Together, they use the school's library and attend reading cafes promoted by the school.

Leaders have prioritised the development of pupils' oracy, language and communication. Work around active listening and skilled speaking has improved pupils' writing abilities. There is lots of oral rehearsal to support fluency in writing. Leaders have set out plans for the sequence of learning in writing. This enables pupils to build on what they know. These plans are at a very early stage and need more time to bring about the desired improvement.

Progress and standards in mathematics were low for Year 6 pupils in 2019. Teachers have changed the way they teach mathematics. This has helped pupils to remember what they learn. On occasion, there is a lack of activities for pupils to think about, and explore, number. There are also limited opportunities for pupils to develop problem-solving and reasoning skills. Staff training has lacked focus. This has not supported teachers in developing their knowledge of teaching mathematics.

Children get off to a good start in Reception. They settle quickly to their routines. There is a strong focus on the development of communication and language skills. The curriculum includes stories to stimulate and develop the interests of the children. An example of this was when looking at the story of Goldilocks and the Three Bears. The boys were very interested in bears. They began to make connections with other stories about bears. There are many activities for children to practise their number skills. However, staff missed opportunities to correct misconceptions. Indoor and outdoor activities allow children to be active and play and explore.

School has worked hard to improve pupils' resilience. This has resulted in an improvement in their attitudes to school and learning. This is evident in some of the work in books. Pupils enjoy having a voice in school through their council and pupil forum.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is everyone's responsibility. Leaders, including governors, have established a strong culture of safeguarding pupils. Staff know how to report any concerns they may have. Leaders are highly responsive to any incidents that occur. They make referrals to other agencies if necessary. All staff and governors have up-to-date training. They know about the latest guidance from the Department for Education. Staff make careful checks on the suitability of adults who work at the school.

The curriculum supports pupils in teaching them how to be aware of risks to their safety. They recognise online and off-line risks to their well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recent improvements in reading are reaping great rewards for pupils. Pupils' progress in writing and mathematics was not as strong in 2019. This means that pupils are not as well prepared for secondary education as they could be. Leaders should now check that the actions they are taking to improve writing and mathematics are leading to improved outcomes at the end of key stage 2.
- The curriculum is not cohesively planned in all curriculum subjects. This means that some subjects are less developed, for example design and technology and art and design. Leaders must ensure that curriculum plans are in place in all subjects. The knowledge and skills that leaders expect pupils to achieve at the end of each key stage should be evident in curriculum plans. Senior leaders should ensure that staff have the necessary training to deliver these plans.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107928
Local authority	Leeds
Inspection number	10133495
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	William Gale
Headteacher	Chris Florey
Website	www.seacroftgps.org.uk
Date of previous inspection	8–9 June 2016, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes since the previous inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher, subject leaders, the coordinator for SEND and the early years leader. We also met with other members of staff. We spoke to pupils. We met members of the governing body, including the chair. Discussions were also held with the local authority adviser.
- We scrutinised a range of documentation, including the school's self-evaluation, the school development plan, curriculum plans, reports from the local authority and minutes of the full governing body meetings.
- We considered information on behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, we spoke with pupils, staff and leaders. We also looked at documentation, including the central record of recruitment checks on staff.

- We spoke to parents at the beginning of the school day and considered the views represented in the 13 responses to Ofsted Parent View, including the six free text responses. We also took account of the views of staff through discussion and via the 12 responses to the staff survey. There were no responses to the pupil survey, but we gathered pupils' views as part of the inspection.
- During the inspection, we focused deeply on early reading and phonics, English, mathematics and history. We met with curriculum leaders and visited lessons. We looked at pupils' work with leaders and spoke to teachers and pupils. We listened to pupils read.

Inspection team

Gill Wild, lead inspector

Ofsted Inspector

Lucie Stephenson

Ofsted Inspector

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