

Inspection of Methley Primary School

Savile Road, Methley, Leeds, West Yorkshire LS26 9HT

Inspection dates: 14 and 15 September 2022

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

There is a happy and aspiring atmosphere in Methley Primary School. It is calm and welcoming. Staff care about pupils and want them to achieve their best. Pupils are kept safe. They know adults in school who they can talk to who will help them with their worries.

The school's values permeate the ambitious curriculum. Pupil 'value ambassadors' make sure that pupils know and understand the 'Methley magic 5' values of motivation, perseverance, communication, collaboration and respect.

Staff have high expectations for pupils' learning and behaviour. They make sure that pupils with special educational needs and/or disabilities (SEND) are well supported and take an active part in school life.

Pupils know that it is fine for them to make mistakes and learn from them. They learn what bullying is and what they should do if it occurs. Most pupils say that bullying is rare but they are confident that when it does happen, staff will sort it out.

Pupils are proud of their school. They are polite and respectful. They enjoy a variety of trips and activities. They relish opportunities to represent the school through sporting events and positions of responsibility.

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

Leaders have implemented a well-sequenced curriculum. It builds pupils' knowledge and skills from the early years to Year 6 in a coherent way. Research into effective learning informs strategies for teaching. Children in the early years benefit from an ambitious curriculum that is well matched to their needs. The content of the curriculum and the school's ethos support pupils' understanding of fundamental British values.

Leaders use effective methods to develop and improve teaching. Subject leaders help teachers to understand what they need to teach and when, in all subjects. Teachers use a range of strategies to check that pupils understand and remember what they are taught. Pupils can recall and talk about their learning in different subjects. For example, in geography, pupils can describe key features of rivers, mountains and volcanoes. Pupils use mathematical knowledge to support their map-drawing skills.

Teachers ensure that pupils with SEND can access the curriculum. They skilfully adapt work for these pupils. They provide extra support and resources when needed.

Teachers model reading skills well. Children develop a love of reading from their first days at the school. There are creative opportunities for children to develop their

communication and language skills. Leaders have revised their approach to the teaching of phonics. This is in the early stages of implementation. Teachers are well trained and knowledgeable. Leaders are ensuring that the books pupils read accurately match the sounds they know. Teachers are quick to spot pupils who need more help with reading. These pupils receive extra teaching and support.

Leaders keep a close eye on the attendance of all pupils. They take appropriate actions to promote the importance of regular attendance. Pupils' attendance is improving following the disruption caused by the COVID-19 pandemic. The persistent absence of some groups of pupils remains too high.

The curriculum supports pupils' personal development well. Pupils take part in a range of extra-curricular clubs and charity fundraising events. At lunchtime, they have great fun dressing up in clothes from the lunchtime dressing up box. They can take up positions of responsibility, including as members of the school council and sports leaders. Leaders ensure pupils receive relationships and sex education (RSE) at an age-appropriate level. Pupils learn about the importance of respect for those with protected characteristics. They learn good mental and physical health. The curriculum teaches pupils about diversity. They learn about different faiths and cultures. However, pupils do not have enough opportunities to experience different cultures and develop their understanding of different faiths.

Leaders provide good-quality professional development for staff to improve the quality of education for pupils. Staff welcome the support from leaders for their welfare and workload. They are proud to work at the school. They value the opportunities to work with other schools within the trust, to share good practice.

Governors and trustees provide leaders with appropriate challenge and support. They check the work of leaders to improve the school and the impact on pupils. Trust leaders provide valuable training and support for leaders and staff. For example, they have helped subject leaders to develop the skills they need to lead their subjects well.

Most parents are positive about the school. Many consider that the school provides, as one parent put it, 'a nurturing and positive environment for children to learn'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are alert to the signs that could indicate a child may be at risk. The curriculum supports pupils to understand the ways that they can keep themselves safe. They know how to report any concerns they may have to a trusted adult. Leaders act swiftly to respond to concerns raised by pupils or staff. They work with external agencies to get families the support they need.

Leaders know pupils and their families well. They make frequent checks on the welfare of pupils who they identify may be particularly vulnerable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils learn about diversity and different faiths and cultures. However, pupils have limited opportunities to apply their knowledge and develop their understanding. This means that they do not fully understand these aspects of life in modern Britain. Leaders should provide suitable opportunities for pupils to gain a broader understanding of diversity and different faiths and cultures.
- Ensuring pupils' regular attendance is an ongoing priority for leaders. Too many pupils are, however, persistently absent from school. This means that some pupils miss valuable learning. Leaders should ensure that they continue to work to improve attendance for all groups of pupils, particularly those who are disadvantaged.

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 information from Ofsted Parent View 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.

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	145733
Local authority	Leeds
Inspection number	10241395
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	Board of trustees
Chair of trust	Emma Jackson (Interim Chair of trust)
Headteacher	Sallie Elliott
Website	www.methleyprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy in April 2018. When its predecessor school, Methley Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- A new headteacher was appointed in September 2018.
- The school is a member of the Brigshaw Learning Partnership Trust.
- The school does not make use of any alternative education providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteachers, assistant headteacher, pupil welfare manager and several subject leaders. They met with members of staff and some pupils. The lead inspector also held meetings with the

chief executive officer of the trust and two trustees, including the interim chair of the trust. The lead inspector also met with the chair of the local governing body and two governors.

- Inspectors carried out deep dives into reading, mathematics, history and geography. Inspectors looked at curriculum plans, visited lessons, spoke to teachers and spoke to some pupils about their learning. Inspectors also looked at samples of pupils' work.
- Inspectors spoke to leaders about the curriculum in some other subjects, including religious education, science and design and technology. The lead inspector listened to some pupils read to a member of staff.
- Inspectors spoke with leaders and staff about the school's approach to safeguarding pupils in school. Inspectors checked the single central record and reviewed records relating to behaviour and safeguarding. Checks were made on staff training and safeguarding procedures.
- Inspectors considered the responses to Ofsted's surveys for parents, pupils and staff.

Inspection team

Stephanie Innes-Taylor, lead inspector	His Majesty's Inspector
Adrian Fearn	Ofsted Inspector
Judy Shaw	Ofsted Inspector

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