

Inspection of a school judged good for overall effectiveness before September 2024: Iveson Primary School

Iveson Rise, Tinshill, Leeds, West Yorkshire LS16 6LW

Inspection dates:

22 and 23 October 2024

Outcome

Iveson Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

All pupils are warmly welcomed into this thriving school community. Pupils, regardless of individual need or ability are cared for by a dedicated and committed staff team. Adults strive every day to provide the very best education for the pupils in their care. Pupils quickly develop a sense that they belong here, whether they are part of the specialised resource provision (the Aviary) or have recently joined the school from overseas.

Pupils across school form positive relationships with adults and each other. They want to do their best and work hard. Behaviour is positive. Those pupils who need additional help to manage their behaviour and emotions receive this from well-trained staff. Routines in place support all pupils to know the expectations of their school. This includes pupils with special educational needs and/or disabilities (SEND) within the Aviary or within the main school. Pupils feel safe and exceptionally well cared for.

The school has high aspirations for its pupils. The curriculum is ambitious and adapted so that these expectations are realised. All pupils achieve well. Opportunities and experiences provided by the school ensure that pupils succeed not just academically, but as part of their wider social, emotional and physical development.

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

The school provides a carefully thought-out wider curriculum offer for pupils, so they are prepared for life in modern Britain. Choices made by the school through the curriculum, as well as the books and resources shared in classes, ensures that pupils have a strong understanding about others who may be different from themselves. This includes race, religion, gender and disability. Pupils learn to challenge the stereotypes they may come

across and understand that difference is not a barrier to achievement. Pupils talk confidently about themselves and their own identity including those with SEND. There is a shared understanding across school that everyone belongs to this community, even if at times they may need to learn in different ways.

Leaders and staff undertake their roles with an ongoing desire to provide pupils with the learning and experiences that are right for them. Leaders responsible for subjects ensure that the curriculum is well designed for all learners from early years to Year 6. Pupils learn knowledge that builds on their prior learning. They have opportunities across subjects such as computing, design technology and science, to practise what they know and deepen their understanding. The school makes regular checks to ensure the curriculum is being taught as intended. Leaders introduce new ideas based on the research they have carried out. This ensures that the curriculum remains ambitious and relevant to the needs of the pupils, including those with SEND.

Staff feel lucky to work as part of such an inspiring team. They feel trusted and valued by leaders. Staff are supported to manage their workload. Governors form part of the wider leadership team. They are aware of their statutory duties, including the need to oversee safeguarding at the school. However, governors do not have complete clarity as to the strengths and areas for improvement across all aspects of school life.

Pupils accessing the Aviary join their peers in the main school when and if they are ready to do so. This is usually within the lessons that meet their individual needs or interests so they can experience success. Staff from the Aviary work closely with their colleagues in school. There is a real sense of shared understanding and responsibility to support pupils with SEND. For example, pupils in the Aviary benefit from the wider curriculum offer accessed by pupils in the main school. The school subject leaders oversee this. Those pupils with SEND within main school access learning which has been adapted. This is in collaboration with staff from the Aviary and the advice they provide.

Children in the early years learn the knowledge that they need to prepare them well for Year 1. They develop early reading and mathematical skills through carefully planned class and group teaching. The schools' approach to teaching phonics is used well by staff. They make regular checks on pupils' knowledge so that any gaps are quickly identified. Those at the early stages of reading, or who have fallen behind, receive the targeted support that they need. Pupils quickly gain the knowledge and skills required to become confident and fluent readers.

Pupils are proud to take on their own leadership roles at school. They have the opportunity to apply and interview to join the 'comms' team, attendance team or to become the class poet laureate. The school specifically chooses these roles to enhance aspects of school life. For example, pupils who are part of the attendance team raise the profile and importance of attending school every day so that valuable learning is not missed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although strategies are in place for governors to gather information about the school, they are not currently using this information to support and challenge the school as strategically as they could. Governors, particularly those new to the role, should continue to access the training already started to develop their knowledge and oversight of all aspects of school life.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107886
Local authority	Leeds
Inspection number	10346204
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	385
Appropriate authority	The governing body
Chair of governing body	Patricia Clarke
Headteacher	Hayley Marshall
Website	www.iveson-primary.co.uk
Date(s) of previous inspection	1 May 2019, under section 8 of the Education Act 2005.

Information about this school

- There is a breakfast and after-school club for pupils run by the school.
- The school does not use an alternative provision.
- There is a specially resourced provision for pupils with autism based at the school. This provision is currently for 16 pupils aged 4 to 11.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken this into account in her evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and other senior and middle leaders. She spoke with representatives from the governing body, including the

chair of governors. In addition, the inspector discussed the school with a representative from the local authority.

- The inspector scrutinised a range of documentation provided by the school. This included school improvement priorities, policies, safeguarding records, information about children with SEND and records of governors' minutes.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke to parents at the end of the school day. The inspector considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. She also considered responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

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