



Southroyd Primary and Nursery School

Inspection Report

Unique Reference Number 107847
LEA Leeds
Inspection number 277851
Inspection dates 15 May 2006 to 16 May 2006
Reporting inspector Mr Jim Griffin CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Littlemoor Crescent
School category	Community		Pudsey
Age range of pupils	3 to 11		West Yorkshire LS28 8AT
Gender of pupils	Mixed	Telephone number	0113 257 0197
Number on roll	431	Fax number	0113 257 0197
Appropriate authority	The governing body	Chair of governors	Mrs Jenny Ferguson
Date of previous inspection	8 May 2000	Headteacher	Mrs J Poynting

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Southroyd is a larger than average school, with two classes in each year group. Until the current year, the number of pupils had steadily declined due to the declining birth rate in Leeds. It serves a mixed socio-economic area with pockets of significant deprivation. Almost all pupils are of white British heritage. A few pupils are of Chinese, Polish or mixed race backgrounds, and for some English is not their first language. Eligibility for free school meals is average. The proportion of pupils with learning difficulties and/or disabilities is average, as is the number of pupils with a Statement of Special Educational Needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, with outstanding features in the care and personal development of pupils. The school's self evaluation is accurate in all key features. Staff, parents and pupils rightly speak positively about what the school provides and achieves. It provides good value for money.

In response to the good teaching, pupils make good progress to achieve average standards from below average starting points. Children get off to a good start in the Nursery. Most settle quickly and make good progress in the Foundation Stage, because of the good provision that helps them learn independently and purposefully, both indoors and outdoors. In Years 1 to 6, pupils are taught well, but there are still opportunities to use assessment information more to provide consistent challenge for all learners. Most pupils have good attitudes to learning. There is a striking self-confidence and maturity in the attitudes and opinions of pupils by the time they reach Year 6. Their spiritual, moral, social and cultural development is exemplary. Pupils behave well both in and around the school. The curriculum is good. The impressive range of responsibilities given to older pupils and the extensive range of extra-curricular activities are particularly strong features. Pupils get exceptional levels of care, support and guidance. They benefit significantly from the range of partnerships the school has with outside agencies. Leadership, management and governance are good, although the monitoring of teaching and learning is not yet rigorous enough to ensure consistent, good learning.

There has been good improvement since the previous inspection. The school has good capacity for further improvement.

What the school should do to improve further

In order to raise pupils' good progress even further the school should:

- Monitor the quality of teaching more rigorously to identify how pupils can make faster progress.
- Use the school's assessment information more effectively to set more challenging targets and support learning.

Achievement and standards

Grade: 2

All groups of pupils make good progress because of the good teaching they receive. When they join the Nursery, children's standards are below average. Sometimes there is a significant number of children who are well below average, especially in communication, language and literacy. By the end of Year 2, pupils make good progress to achieve standards which are usually close to the national average in reading, writing and mathematics. The results in 2005, at the end of Year 2, were below the national average because the cohort contained a high number of lower attaining pupils.

In Years 3 to 6, pupils continue to make good progress to achieve standards, which are broadly average. Occasionally, they are above average for more able cohorts. In 2005, standards were broadly average. The school is taking effective action to improve the somewhat weaker progress rightly identified in mathematics.

The school met appropriately challenging targets in 2005, based on matching the performance of similar schools. The school is now well placed to begin the journey to reach even more challenging targets.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Older pupils are strikingly self-confident and articulate. This is a tribute to the school's sustained work that is highly valued by parents.

Pupils' spiritual, moral, social and cultural development is outstanding. They gain an increasing awareness of world faiths and cultures through religious education, history, music and art lessons. The excellent links with a partner school in India significantly deepen pupils' understanding of the wider world. Assemblies are used very well to promote moral and social development, based on planned themes for the week.

Pupils' attendance and punctuality are good; the school works very hard to support and encourage the few pupils who have lower attendance levels. The behaviour of pupils is very good. For example, their calm and respectful entry into the hall for assembly was impressive. Pupils clearly enjoy their lessons. They have many opportunities to work in small groups and, with 'talking partners', to extend their thinking skills. Younger pupils in Year 2 had a wonderful time during an adventure day. They engaged in a very wide range of linked activities designed to enrich their knowledge of Scottish customs, music and dance in preparation for a literacy assessment.

Pupils make an exceptional contribution to the school community, through the school council and the wider responsibilities enjoyed by Year 5 and 6, such as helping Year 3 with reading. Older pupils know about the importance of healthy eating and lifestyles. As a result of their outstanding levels of confidence and maturity, pupils are very well prepared to make a positive contribution to society and the workplace in later life.

Quality of provision

Teaching and learning

Grade: 2

Very good relationships give pupils confidence to learn well throughout the school. They grow increasingly eager to ask and answer questions. Teachers' good organisation and classroom management ensure lessons run calmly and smoothly. Well-targeted questions and good use of resources help pupils to think hard and learn. Pupils appreciate the productive atmosphere. 'All the teachers are brilliant, they push you

but also help you', said a Year 6 pupil. When necessary, teachers support their high expectations of pupils' behaviour with effective discipline and reward systems. Occasionally, however, teachers allow the pace of teaching to drop, which leads to some inattention from pupils and weaker learning.

Teachers accurately identify and help pupils with learning difficulties and/or disabilities. Support staff make a very positive contribution to learning by working closely with individuals and groups to ensure their progress.

The recently improved assessment systems accurately track pupils' progress. They are having a positive impact on successfully identifying areas where progress could be improved and guiding teachers' planning. As a result, tasks are well matched to the needs of pupils with different ability levels. However, the information is not yet fully used to identify individual targets, thereby promoting even better progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets statutory requirements and meets the needs of pupils. A good range of activities ensures all pupils enjoy their learning and equips them well for secondary schooling. There is strong and successful emphasis on pupils' personal and social development as well as their basic skills. Frequent, imaginative linking of work in different subjects captures pupils' interests and helps their learning. Increasingly, assessment information is used to improve the learning of pupils of different abilities. Good provision for pupils with learning difficulties and/or disabilities allows them to be fully included in all activities.

A very wide range of visits and visitors effectively promote pupils' personal and social skills as well as their academic learning. Well-attended clubs promote a wide range of interests, including sports and music for pupils throughout the school.

Care, guidance and support

Grade: 1

The quality of care, support and guidance to pupils is outstanding. Pupils with a wide range of needs and abilities attend. They feel valued, safe and secure. Very effective and relevant support and welfare are provided for a number of vulnerable pupils. The needs of pupils with learning difficulties and/or disabilities, and those for whom English is not their first language, are met very effectively. In addition to teaching and support staff, the school makes very good use of a range of external professionals and agencies. Child protection procedures are securely in place and appropriate safety checks are made on staff new to the school. Regular fire drills are undertaken and effective risk assessments take place in advance of school trips.

Lessons in personal, social, health and citizenship education include 'circle time', when pupils discuss their feelings and any concerns in a supportive atmosphere. This contributes significantly to pupils' comfort, confidence and sense of well being. Pupils rightly feel their views matter and are taken on board by adults. As one very happy

Year 6 pupil remarked - 'this school is a very good environment for learning'. Guidance and support for pupils' academic progress is very good in Year 6 and good elsewhere.

Leadership and management

Grade: 2

Overall the quality of leadership and management is good. This is reflected in pupils' good academic progress and outstanding personal development. The headteacher, well supported by the deputy, provides a clear sense of direction and effective support and encouragement for staff. Clear steps have recently been taken, as part of staff restructuring, to strengthen the leadership capacity among other staff.

Self-review and the use of data are now established and effective at senior level. Some work is still needed to ensure consistent use of this information by all staff. The quality of teaching and learning is regularly monitored. Staff speak positively about the confidence they gain from having their lessons observed by senior staff. The school is now aware that its monitoring would benefit from a greater emphasis on learning and the identification of key improvement areas. Performance management is well established and has a positive impact on all staff's ability, including non-teaching staff, to contribute to wider school improvement. For example, in the current cycle, all teaching staff have a pupil progress objective, centred around the progress of a critical group of pupils.

The contribution of the governing body is good. Governors have an accurate understanding of performance in most areas of school life. They work very well with the headteacher, based on mutual trust and open sharing of ideas and concerns. Their varied experience and knowledge of their community provide important insights and support for leaders, staff and pupils.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so friendly and helpful. It was very useful to hear how much you like your school. We really enjoyed our visit and want to share with you what we discovered.

What we liked most about your school:

- we think your school is a good one; the staff work hard to make sure you are well taught and that you are happy, healthy and well cared for
- you work hard and you get on well with each other
- we were impressed with how seriously older pupils take their responsibilities, including the way Year 6 help the Year 3 with reading
- you have a real say in what goes on at school
- you have more clubs than we find in most primary schools
- your parents and carers are very pleased you come to this school.

What we have asked your school to do now:

- try hard to find out what your teachers could do to make your learning even better
- use all the information it gathers to help you learn more effectively and to set accurate targets.

Please keep up your enthusiasm for learning inside and outside the classroom.