



# Iveson Primary School

## Inspection Report

**Unique Reference Number** 107886  
**LEA** Leeds  
**Inspection number** 277859  
**Inspection dates** 27 February 2006 to 28 February 2006  
**Reporting inspector** Mrs Brenda McIntosh CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Iveson Rise
<b>School category</b>	Community		Leeds
<b>Age range of pupils</b>	3 to 11		West Yorkshire LS16 6LW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 225 6868
<b>Number on roll</b>	245	<b>Fax number</b>	0113 225 6767
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs L Storey
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mrs Elizabeth Benfield

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 27 February 2006 - 28 February 2006	<b>Inspection number</b> 277859
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is an average sized primary school. The social and economic background of pupils is mixed. The proportion of pupils eligible for free school meals is above average. An above average number of pupils have learning difficulties and/or disabilities. About three quarters of pupils are of white British heritage, with the others coming from 11 different minority ethnic groups. The number of pupils learning English as an additional language is higher than average and is rising steadily; currently there are 10 languages other than English spoken at home.

A very small number of pupils are in the care of the local authority or from families seeking asylum. Since the last inspection there has been a change of headteacher and deputy headteacher and a substantial turnover of staff.

The school works in partnership with the Leeds North-West Specialist Inclusive Learning Centre (SILC). It provides a base for the centre and the opportunity for children on the roll of the SILC to be taught in a mainstream setting. The school does not have responsibility for the centre and therefore it was not inspected on this occasion.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school judges its effectiveness as satisfactory and inspectors agree. It provides satisfactory value for money. Pupils' personal development is good, as are the care, guidance and support they receive. Attendance has improved recently despite an epidemic of sickness, but the levels remain below average. Pupils' achievement is satisfactory overall. Progress was too slow in some year groups in the past due to weaknesses in teaching. As a result of effective action taken to improve the quality and consistency of teaching, there has been a marked improvement in pupils' learning. However, although standards are improving, they are not yet high enough. The curriculum is satisfactory with a good range of enrichment activities. The school has good partnerships with outside agencies and other schools. Provision in the Foundation Stage is satisfactory. The unit is relatively new and has not yet had time to become fully established to ensure a consistency of practice.

Leadership and management are satisfactory. Involvement in a local authority Intensifying Support Programme is proving beneficial in the drive to raise standards and achievement. A rigorous system of self-review has been introduced that identifies key strengths and priorities for development. Pupils' learning is analysed well and their progress tracked closely. The school is responding well to the increasing number of pupils joining with very little or no English at all and supports their learning needs as best it can, but there is no specialist bilingual help for these children. Governance is satisfactory. While the school works hard to maintain the building and grounds, there are limited funds to attend to pressing needs such as the playground surfaces. Improvement since the last inspection is satisfactory and much of this has happened over the last two years. The school has the capacity to improve further.

### What the school should do to improve further

- Raise standards and achievement further in English and mathematics and ensure all pupils are sufficiently challenged.
- Work with parents and pupils who find good attendance difficult to improve their levels of attendance.
- Find ways of securing bilingual support for those pupils who speak very little English.
- Seek ways of improving the quality of the playground surfaces.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Until recently, pupils' progress has been too uneven throughout the school because of some inadequate teaching. Strategies are becoming embedded to ensure that pupils make at least satisfactory progress and they are beginning to fill gaps in their learning.

On entry to the nursery children's skills are below those expected for their age. They make good progress so that, by the end of the Reception year, the majority reach the goals expected of them. In 2005 results at the end of Year 2 were broadly average - a sharp rise from significantly below average results in 2004 due to the improvements in the quality of teaching. In the 2005 tests at the end of Year 6, results were broadly average. The proportion of pupils reaching the higher Level 5 was below average in all core subjects and targets were missed by a significant margin. This was due to underachievement which started when the pupils were in Year 5 and continued into Year 6. In the current Year 6 progress has picked up and school data indicates that pupils are on track to meet the statutory targets in 2006, with an increasing number set to attain the higher Level 5. Pupils with learning difficulties and/or disabilities, special gifts or talents and those in public care make similar progress to others because of the good support they receive. Pupils learning English as an additional language only make satisfactory progress because they have no specialised bi-lingual support.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Their social values are particularly well developed, as shown in their collaboration in lessons and play. In the main, pupils enjoy school and are proud of their achievements. Pupils' attitudes to learning are good because of the consistent and well coordinated strategies in teaching. Pupils told inspectors, 'we come to school to learn so we can get a good job'. Behaviour in classes and around school is good. The school has reduced the number of exclusions this year. Pupils take their responsibilities seriously; for example, supporting younger pupils and those in the unit for autistic spectrum disorders. Pupils have regard for healthy lifestyles, often choosing healthy meals and snacks at break and lunchtimes, and they eagerly participate in a variety of games during the lunch hour. School councillors show a good level of maturity and initiative, citing changes in which they have been involved. Pupils' involvement in fundraising activities and links with a school in Jordan gives them valuable insights into the world beyond school.

Although attendance has improved this year, it still remains below average and is unsatisfactory. The school monitors absences well, but could do more to ensure that parents understand that good attendance is essential for their

children's progress. The introduction of the breakfast club has gone some way to improving the punctuality of a minority of pupils.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. There have been previous weaknesses in teaching, some of which have just been resolved. However, much of

the teaching and learning observed during the inspection was good because the recent changes in staffing and the good training programme have led to improvements and ensured a greater consistency. In the best lessons teachers expect the most of pupils, making work more challenging as lessons progress. Information and communication technology (ICT) is used well to capture pupils' attention and explore predictions, as seen in mathematics. The use of humour is used imaginatively to interest pupils; for example, when exploring ideas in poetry. As a result, pupils try hard and do their best. In satisfactory lessons, teaching lacks the pace and challenge found in others. Most pupils enjoy their work and are keen to answer questions. They work well independently, discussing sensibly with each other solutions to problems. Assessment is rigorous and accurate. Marking generally informs pupils what they need to do to improve, but they do not always understand the technical language the teachers use so still need reminding of their targets.

In the Foundation Stage the quality of teaching and learning is satisfactory overall. There is room for improvement in the way classrooms are organised to provide an attractive and stimulating learning environment. The good number of adults is used effectively to assist children in their learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory with good enrichment activities. There is a strong focus on developing pupils' key skills. Work in the classroom is complemented by a good variety of lunchtime and after school clubs, which are well attended. Links with other schools, including one in Jordan, residential activities, visits and visitors extend pupils' opportunities for learning. For example, illustrators, poets and dancers contribute to pupils' creative and cultural development. There is a good emphasis on promoting safe and healthy lifestyles. Provision for pupils with learning difficulties and/or disabilities and those who are gifted and talented is good. There are no specialist staff to support the growing number of pupils who have English as an additional language. However, the school is aware of their particular needs and adapts work accordingly. Good links with local secondary schools help pupils in Year 6 to make a smooth transition. The curriculum in the Foundation Stage is satisfactory. Good attention is given to the development of language and communication skills. Children enjoy learning through practical activities but these are not always invitingly set out to promote instant play and stimulate independent choice.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Pupils say they feel safe and happy in school and that they can turn to an adult for help if they have any concerns. Links with outside agencies and staff in the specialist provision for pupils with autistic spectrum disorder ensure that pupils with learning difficulties and/or disabilities are well supported. The school has put into place effective provision to ensure that pupils, especially those who are vulnerable, are helped to overcome any social and emotional barriers to

learning. Concerns were raised about procedures relating to child protection and health and safety at the previous inspection. These issues have now been addressed and procedures are well established and understood by staff. Good arrangements are in place to ensure that children make a confident start when they join the nursery. A 'buddy system' provides good support for younger pupils at lunchtimes. Pupils are becoming increasingly involved in evaluating their own learning to help them improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher provides clear direction to the work of the school and is ably supported by the deputy headteacher. Self-evaluation is rigorous and identifies strengths and weaknesses well. The school's judgements of itself are based on good evidence and are accurate. Senior leaders are becoming more involved in the process. Teaching and learning are monitored well and effective action is being taken to tackle the weaknesses highlighted. As a result, the quality of teaching has improved and there is much greater consistency throughout the school. In response to this, pupils' progress has accelerated and standards are improving. An effective system to track pupils' progress regularly has been established. Governors are supportive and carry out their duties satisfactorily. Financial management is sound. The school has a programme for maintaining the building and grounds. It is fully aware that the quality of the playground surfaces needs improving urgently, but has no surplus funds to attend to this yet. While the majority of parents are happy with the education provided for their children, there are a few who raised concerns. They would appreciate easier access to teachers if they have any queries about their children and more opportunities to see their children's work and share their achievements. There is a clear and shared vision among staff to continue to raise standards. This, together with improvements in the quality of teaching and the way the leadership has tackled the dip in standards following the period of unsettled leadership after the last inspection, means the school has the capacity to improve further.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 polite. We enjoyed our visit very much and the opportunity to talk with you. We want to share with you what we thought about your school.

What we liked most about your school:

- the quality of teaching has improved and it is helping you to learn faster
- your good behaviour and how you are polite to adults
- the good range of clubs and other interesting activities
- the way the staff look after you well
- the enthusiasm of the school council in helping to improve the school.

What we have asked your school to do now:

- your teachers to help you improve your standards in English and mathematics and for you to carry on working as hard as you are doing
- those of you who do not attend school as regularly as you should to try harder so you do not miss any work
- provide extra help for those children who speak very little English by using adults who speak other languages
- we want the headteacher and governors to find ways of improving the quality of your playground surfaces.

With very best wishes to you all for the future.