



Kirkstall Valley Primary School

Inspection Report

Unique Reference Number 107887
LEA Leeds
Inspection number 277860
Inspection dates 5 June 2006 to 6 June 2006
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Argie Road
School category	Community		Leeds
Age range of pupils	3 to 11		West Yorkshire LS4 2QZ
Gender of pupils	Mixed	Telephone number	0113 2756183
Number on roll	209	Fax number	0113 2306186
Appropriate authority	The governing body	Chair of governors	Mrs Muriel Greaves
Date of previous inspection	27 September 1999	Headteacher	Ms Beverley Clay

Age group 3 to 11	Inspection dates 5 June 2006 - 6 June 2006	Inspection number 277860
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized primary school. The pupils are mainly of white British or Asian backgrounds. A few pupils are at an early stage of learning English as an additional language. The socio-economic circumstances of the area are below average as is attainment on entry to the Nursery. The proportion of pupils with learning difficulties and/or disabilities is below average and a low number of pupils have statements to provide for their 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

'A wonderful warm, learning environment for all'. 'Children are encouraged to reach their full potential'. 'My child has come on leaps and bounds'. These parental comments sum up parents' positive view of the school. They also support the inspection findings and the school's judgement that its overall effectiveness is good. Standards are broadly average and pupils achieve well. This is because the leadership and management are good. The headteacher's leadership is strong and she is assisted well by staff and governors. The quality of teaching is good enabling pupils to make good progress throughout the school. The curriculum is effective with a strong emphasis on developing pupils' basic skills. Provision in the Foundation Stage is good. Pupils' personal development is outstanding. Pupils really enjoy coming to school and they respond very well to the outstanding care, guidance and support they receive. Their behaviour and attitudes to learning are excellent. The school has a clear understanding of its strengths and areas for development. It has rightly identified the need to improve the recording of children's progress from entry to the school in the Nursery to the end of Reception so that attainment of individuals and groups can be efficiently tracked from entry to school to the end of Year 6. This will help the management to improve the monitoring of children's progress over time and assist target setting in order to raise standards even further. Improvement since the last inspection is good. The commitment of the staff and the effective leadership and management indicate that the school has good capacity to continue to improve.

What the school should do to improve further

This good school knows what needs to be done. In particular it should focus on:

- incorporating information about individual and groups of children's progress in the Foundation Stage into the established tracking system, in Years 1 to 6, in order to assist target setting.

Achievement and standards

Grade: 2

The achievement of all groups of pupils is good. Standards in Year 6 are about average, as has been the case since the last inspection. Pupils make good progress throughout the school because of good teaching and pupils' outstanding attitudes to learning. Children enter school with a very broad range of attainment. Overall, attainment on entry to the Nursery is below average. Children make good progress in the Foundation Stage and reach close to expected levels in all areas of their learning by the end of Reception. In Years 1 and 2, pupils build well on their previous learning. By the end of Year 2, standards are broadly average, as was the case in 2005. Boys and girls continue to achieve well in Years 3 to 6 so that pupils attain in line with national expectations in English, mathematics and science in Year 6. In the 2005 national tests, standards were average. Pupils of different ethnic backgrounds and gender make similar progress. Challenging targets are met in English and mathematics.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Behaviour is excellent. Pupils really enjoy learning, work extremely well together and take great pride in their school and each other. Attendance rates are satisfactory. Pupils are very well mannered and polite. They gain a good understanding of their own and other cultures. Pupils feel safe, and trust all the adults they deal with. Pupils' views are actively sought and acted upon. Older pupils take on responsibilities to help in the smooth running of the school and show great care and consideration for others. For example, they collect litter from the playground, help in assemblies and care for children who sit on the 'buddy' bench. Pupils very much enjoy extra-curricular clubs and attendance at these is high. They know very well how to maintain a healthy lifestyle. They are well prepared for future learning because of their sound acquisition of basic skills and their excellent attitudes to learning.

Quality of provision

Teaching and learning

Grade: 2

The school quite rightly judges the quality of teaching and learning to be good. The good teaching enables the pupils to make good progress. Lessons observed throughout the school were mainly good or better. Pupils with learning difficulties and/or disabilities achieve well because of carefully planned activities that are taught skilfully by capable teaching assistants and teachers. Teachers use the interactive whiteboards well to help pupils to grasp new learning. The pace of lessons is generally brisk. Behaviour management is a strength and pupils have excellent attitudes to learning. A strong feature of teaching and learning is the way in which teachers encourage pupils to discuss and evaluate each other's work. In most lessons the questioning is effective. However, occasionally it is not directed sufficiently to individuals or linked to their level of attainment.

Teachers mark pupils' work well and their comments both celebrate good effort and make helpful suggestions about how pupils can improve. This helps the pupils, particularly the older ones, to know whether they have achieved the objective of lessons and met their targets.

Curriculum and other activities

Grade: 2

The good curriculum effectively meets the needs and promotes the interest of all pupils. A strength of the curriculum is the way in which pupils are encouraged to employ different styles when writing about topics that particularly interest them. For example, when studying World War 2, pupils took on the roles of evacuees and reflected on their feelings in letters to their parents. In all subjects, there is a strong emphasis

on learning through investigation and discussion. Educational visits, including a residential experience, visitors to the school and a good range of extra-curricular activities, are used effectively to provide an extra dimension to learning. Provision in the Foundation Stage is good. The integration of the Nursery and Reception is well advanced and learning opportunities throughout the Foundation Stage, including the outdoor area, are well thought out. In all classes, pupils' maturity and understanding of healthy lifestyles are developed well through good emphasis on personal, social and emotional development and citizenship.

Care, guidance and support

Grade: 1

Care, guidance and support for pupils are outstanding. Child protection procedures are in place. Thorough risk assessments ensure that health and safety matters are very well organised. There is strong provision for pupils with learning difficulties and/or disabilities, with early diagnosis and intervention, and a high level of support from capable staff and outside agencies. Because pupils learning English as an additional language are given very good support, they make rapid progress. The breakfast club, with its associated ethos of care and encouragement, targets and helps those pupils in most need of support. High priority is given to the encouragement of healthy lifestyles throughout the school and this has been recognised through the award of the Leeds Healthy School Standard. Overall, there are good systems in place to check pupils' academic progress, particularly in Years 1 to 6. Currently, however, the tracking systems used in the Foundation Stage are not fully integrated with the rest of the school's procedures.

Leadership and management

Grade: 2

Leadership and management are good. The evaluation of the school's performance is well thought out and reasonably accurate. However, its judgements for personal development and care, guidance and support were too modest. The headteacher has built very well on the strengths of previous leadership and is ably supported by the assistant headteachers. A strong sense of teamwork is apparent throughout the school. Curriculum co-ordinators lead subjects and monitor standards effectively. The professional development of all staff benefits pupils' learning.

Governance is good. Governors are very committed to the school. Staff performance is effectively and robustly monitored. Together with the headteacher, governors have not been afraid to tackle difficult staffing issues to improve the quality of teaching and learning. The school improvement plan identifies priorities well to drive this successful school forward. For example, the recording of pupils' progress is very well established in Years 1 to 6. However, the school has recognised the need to extend this system to incorporate data about children's attainment in the Foundation Stage.

Parents are very satisfied with the education provided for their children. The following parental comment encapsulated the views of others, 'I firmly believe that every child matters at Kirkstall Valley'.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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?	2	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	1	NA
The attendance of learners	3	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	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

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. We enjoyed our visit and we want to share with you what we think about your school.

What we liked most about your school

- You are taught well so that you make good progress in your learning.
- You are very polite and friendly.
- You behave extremely well and work hard in lessons and all get on very well together.
- You really enjoy school and understand about healthy lifestyles.
- The headteacher, staff and governors look after you very well and know how to make your school better.

What we have asked your school to do now

- Improve the way that teachers record your progress from entry to the Nursery to the end of Year 6, so that they can make sure you achieve even higher standards.

We appreciated talking to you about your work and watching you learn. We wish you well for the future.