



Shadwell Primary School

Inspection Report

Unique Reference Number 107917
LEA Leeds
Inspection number 277867
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Main Street
School category	Community		Leeds
Age range of pupils	5 to 11		West Yorkshire LS17 8JF
Gender of pupils	Mixed	Telephone number	0113 2144127
Number on roll	181	Fax number	0113 2329153
Appropriate authority	The governing body	Chair of governors	Mrs Ruth Drew
Date of previous inspection	31 January 2000	Headteacher	Ms Sue Pyatt

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is situated in small village to the north east of Leeds. Half of the pupils attending the school come from the village and the rest from areas closer to Leeds. The immediate area is socially and economically advantaged, which is reflected in the below average proportion of pupils having a free school meal. The proportion of pupils with learning difficulties and/or disabilities is below average. There are 20% of pupils from minority ethnic cultures, mainly Asian British. No pupil is at an early stage of learning English. The school offers full time day care for all pupils.

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 its personal development and well-being, care, guidance and support and leadership and management. It provides good value for money. The school's self-evaluation is accurate and effective, although they have judged the effectiveness of leadership and management too modestly. The quality of teaching and learning is good with some outstanding teaching. Pupils make good progress throughout the school from average attainment on entry to the Reception class to above average attainment when they leave in Year 6. Pupils leaving the school in 2005 reached standards that were significantly above the national average in mathematics and science. Achievement was good in those subjects. Standards were above the national average in English but overall achievement was just satisfactory because too few pupils reached the higher levels in writing. The personal development and well-being of pupils are outstanding: the promotion of a healthy lifestyle means that pupils know to eat healthily. The curriculum is good with particular strengths in the extra-curricular provision and improvements to information and communication technology (ICT). Care, guidance and support are outstanding because of the rigorous attention given to the safety of pupils by governors and outstanding assessment procedures that track the progress of individual pupils as they go through school. Leadership and management are outstanding. The headteacher is well supported by a dedicated team of staff and gives a high priority to maintaining and raising standards. Governors are very effective and make excellent use of their professional skills to support the school as well as having high expectations for all aspects of the school's work. Parents hold the headteacher in high regard for the ethos she has created. The school has an outstanding capacity to improve as a result of the high priority given to raising standards by the headteacher.

What the school should do to improve further

- Improve the level of challenge for more able pupils in writing throughout the school so that they achieve the levels of which they are capable.

Achievement and standards

Grade: 2

Standards are above average. Achievement throughout the school is good. Children have average standards in all areas of learning when they start in the Reception class. Nearly all children exceed the national average in all six areas of learning by the time they start in Year 1 because of good teaching and learning. By the time they reach the end of Key Stage 1, standards are above average in reading, writing and mathematics, although fewer pupils reach higher levels in writing. By the end of Key Stage 2, the results of the most recent national tests in mathematics and science were exceptionally high but lower in English. The school met its targets in mathematics, but not in English because too few pupils, especially boys, reached the higher levels in writing. The weakness in writing standards is a priority for improvement and is being

tackled very well by the senior management team through training and new resources. The result of teacher assessments in 2006 shows that there continues to be some underachievement in the writing of more able pupils in Years 2 and 6. This is because the actions have not yet had time to have a sufficient impact on improving teaching and learning in some classes. Pupils with learning difficulties and/or disabilities make good progress as a result of the effective support provided. Pupils from minority ethnic cultures achieve particularly well.

Progress through the school is good overall in lessons and is particularly evident in ICT and creative subjects such as art and design and design and technology.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. The pupils' excellent spiritual, moral, social and cultural development moulds the very positive attitudes and behaviour patterns. The Foundation Stage plays a vital and successful role in establishing these key elements to learning. Parents much appreciate the enthusiasm that most children have for their schooling. This is reflected in the good levels of attendance in all classes. Pupils develop outstanding attitudes towards health. One boy spoke for many when explaining that his diet has now changed, 'from chicken nuggets, to pasta and spinach!' Physical activity now permeates the life of the school. Embracing healthy lifestyles has been matched by a growing awareness of safe practices. Pupils care well for one another, whether serving as school councillors, helping at the dining table, or settling disputes in the yard. This caring attitude can galvanise the whole school into action, seen most remarkably in its response to last year's Tsunami appeal. Pupils develop a strong awareness of their village community. They visit a residential home to sing carols. Local villagers visit the school to help the pupils organically cultivate cabbages or courgettes for their healthy school dinners, just one of the imaginative initiatives preparing them for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teaching and learning in the Foundation Stage are also good. Well planned lessons and good deployment of staff mean that pupils are well supported and make good progress. There are several aspects of teaching that are outstanding, such as the pupils' great enthusiasm when using their number facts to solve problems in a well-paced mathematics lesson. Elsewhere, teaching and learning are nearly always good: there is very little teaching that is only satisfactory. This is because leadership and management have given a high priority to monitoring the quality of teaching and providing support and training where needed. Pupils know what they are expected to learn as a result of prominently displayed learning objectives. They also know what is expected of them by the end of the lesson, as the result of

the impact of recent training attended by the teachers. Learning in mathematics and science is generally better than other subjects because planning takes greater account of the wide ability ranges in each class. A lack of challenge for more able pupils, especially in writing, was seen in some classes. Assessment procedures are outstanding. Excellent use is made of assessment data to identify pupils in need of additional support. Pupils' work is thoroughly marked and shows that teachers expect pupils to present their work as well as they can.

Curriculum and other activities

Grade: 2

The curriculum is good and meets statutory requirements. The strong emphasis on giving all pupils practical activities enhances their learning well. Enrichment is fostered by residential visits. ICT is used well to extend learning, for example, Year 6 pupils' multimedia presentation of an account of a residential visit. A wide-ranging programme meets the needs of pupils who find learning difficult. Good links between subjects and frequent educational visits enrich pupils' learning, for example, in history and English. As a result, pupils generally apply their basic skills well, although higher attaining pupils have too few opportunities to extend and apply their writing skills.

The needs of more able pupils are best met in mathematics and science, though not as well in writing. Education for personal, social, health and citizenship is extremely well organised to promote healthy and safe lifestyles. The wide range of extra-curricular activities allows pupils outstanding access to the many sporting and artistic opportunities. The Foundation Stage curriculum is imaginatively planned to allow a good blend of directed and self-chosen activities that promote children's independence well.

Care, guidance and support

Grade: 1

The care, guidance and support given to pupils are outstanding. A strongly united and very caring team delivers this provision. Pupils are made to feel valued and special, with their achievements being recognised and rewarded. Strong systems are in place to support those pupils who have problems in controlling their behaviour. There are good systems for developing close links with parents in these cases. Provision for pupils with learning difficulties and/or disabilities is outstanding because of the rigorous identification, support and checking in place to ensure their needs are exceptionally well provided for by the special educational needs leaders. Excellent assessment procedures enable progress to be checked and challenging targets to be set for all pupils. Child protection procedures are very firmly embedded and working. Adults, as well as trained fellow pupils, provide well judged support for pupils with problems through a system of pupil mediation. Health education is outstanding and has a strong impact on pupils' choices. Pupils are very well prepared for the next stage of their education.

Leadership and management

Grade: 1

Leadership and management are outstanding. This judgement disagrees with the school's more modest judgement that it is good. The headteacher has developed an excellent team of committed and hardworking teachers. School priorities are driven by the standards pupils achieve. The school's self-evaluation clearly identifies the actions needed to improve standards in writing. The recent high priority to raising standards in English, mathematics and science is beginning to have a very good impact. The checking of teaching and learning is accurate and individual teachers are given good support. Consultation with governors and parents is excellent. Parents comment very favourably on the impact made by the new headteacher on improvements to the happiness and motivation of staff. A high priority is given to equality of opportunity and is very well reflected by the award of the Inclusion Chartermark. Procedures to ensure racial equality are outstanding. As a result, racist incidents are very rare.

Governors are highly supportive of the school and use their professional expertise exceptionally well to ensure pupils benefit from the highest possible quality of care, guidance and support. They are kept exceptionally well informed through comprehensive reports from the headteacher that further demonstrate the high expectations of the school's leadership. The school is generally well resourced, although there are classes that do not have whiteboard technology.

Leadership and management of the Foundation Stage are good. There are effective arrangements in place to ensure the smooth transition of children from the pre-school on site and from the Reception class to Year 1.

Improvements since the last inspection are good and the firm and decisive leadership of the headteacher and senior management team is accelerating the rate of change. The school has excellent capacity to improve.

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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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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	2	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	1	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	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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	1	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 all the help you gave us during our visit to your school. We have enjoyed talking to you and observing your lessons. These are all the things we liked about your school.

- You have a good understanding of how to protect the environment.
- You find the residential visits very challenging and they help you to do things you would not be able to do elsewhere.
- You like to talk about your work in lessons.
- You work hard and know how well you are doing because teachers mark your work very carefully.
- Your headteacher is very kind and makes your school a caring and welcoming place to be where everyone gets on with one another.
- Your parents are very pleased you go to your school and so are you.

We have asked your teachers to improve your school by doing the following.

- You all need to work hard to improve your writing.

You can help by practising your writing at home and always trying your best in school. I hope you continue to enjoy the rest of your time at Shadwell school.