



Harewood Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 107989
LEA Leeds
Inspection number 277876
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Mr Anthony Painter CfBT Lead Inspector

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

Type of school	Primary	School address	Harrogate Road Harewood Leeds, West Yorkshire LS17 9LH
School category	Voluntary controlled	Telephone number	0113 288 6394
Age range of pupils	5 to 11	Fax number	0113 288 6758
Gender of pupils	Mixed	Chair of governors	Ms Suzanne Dunne
Number on roll	93	Headteacher	Mr Andrew Pickles
Appropriate authority	The governing body		
Date of previous inspection	4 October 1999		

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Children come from a wide area around this small village primary school. Few children are from the village itself and a significant number transfer to the school during their primary years. Overall levels of deprivation in these areas are low and the proportion of children eligible for free schools meals is below average. Above average numbers of children come from minority ethnic groups or have English as an additional language. Few, however, are at an early stage of learning English. The new headteacher joined the school in April 2004 at a period of staff changes and substantial rebuilding requiring relocation of part of the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school's own evaluation modestly considered the school good in all aspects of its work because the headteacher had identified elements that could be improved. These assessments are correct but represent improvements from an already high level. The inspection finds that overall effectiveness and value for money are outstanding and the school is very well placed to continue to improve.

The new headteacher quickly established effective teamwork to tackle the lower standards in the 2004 Year 6 tests. Successful action has tackled relative weaknesses and led to significantly better 2005 results. New assessment and tracking systems give teachers a clear picture of how well pupils are doing and help set challenging overall targets. However, teachers do not make full use of individual targets to encourage progress. Effective development planning lacks sufficient clarity in how success can be identified and monitored.

High quality teaching and learning ensures children of different backgrounds achieve extremely well and reach high standards overall. Exemplary relationships ensure success in lessons by giving children confidence and encouraging them to try hard. Children with learning difficulties and/or disabilities are very effectively identified and supported so they make good progress.

Extremely good Foundation Stage provision helps children settle very quickly and gives them very good preparation for further learning. Children make good progress overall and most exceed the average standards by Year 1.

A happy, safe and secure environment ensures outstanding care and well-being of all children. Consistently very good provision ensures children's outstanding attitudes, behaviour and attendance.

What the school should do to improve further

The school's development planning has an extensive and appropriate range of priorities identified. To aid further improvement:

- teachers should make more use of individual targets to promote pupils' learning
- developments should identify more precisely how success will be judged and monitored.

Achievement and standards

Grade: 1

Children start school with attainment in line with that expected for their age and make extremely good progress. By Year 6, they reach high standards, representing outstanding achievement. Children with different backgrounds and abilities achieve equally well and good support ensures those with learning difficulties and/or disabilities make good progress.

Children make strong overall progress in the Foundation Stage class. They settle quickly and their personal development, in particular, is impressive. By the time they begin Year 1, many exceed the expected levels of attainment for their age. Good progress in Key Stage 1 builds on this foundation and ensures above average standards by the end of Year 2.

In most years, Year 6 overall results have been significantly above average. Variations between subjects largely reflect the different abilities of the small groups of pupils involved. However, staffing and accommodation difficulties during 2004 led to lower results and only average progress. The school successfully tackled identified weaknesses and the 2005 results see a return to the previous high levels of attainment. In particular, very substantial proportions of pupils reached the higher Level 5 in science. The school is now encouraging and promoting better writing, to redress the relative weaknesses identified. The strong progress being made by current Year 6 children reflects the effectiveness of these developments. Challenging targets based on accurate assessment information suggest that high standards will be maintained in 2006 and beyond.

Personal development and well-being

Grade: 1

Very positive relationships ensure outstanding attitudes and behaviour from children of all backgrounds. Children show immense enjoyment of all aspects of school, which is reflected in their high levels of attendance and punctuality. They show consideration and care for others in their polite and courteous behaviour. Children's spiritual, social, moral and cultural development is good. They enjoy helping and taking responsibilities, such as setting up equipment and helping younger children with coats. They collaborate well, sharing equipment and materials sensibly. Children say that bullying rarely happens and they are confident that teachers would quickly deal with any incidents. They feel safe and know to whom they could turn if they had any form of concern.

Children keep healthy through sensible eating choices and are very keen on the school's strong range of sport opportunities. The school council is still relatively new but children have used their voice purposefully to suggest an impressive range of sensible improvements. They are particularly proud of the way they suggested a 'shoe box' appeal for Mozambique. All pupils develop good basic skills and work in small groups successfully prepares them well for future life.

Quality of provision

Teaching and learning

Grade: 1

Outstanding teaching ensures children's very successful learning through the school. Very good organisation and well-established routines ensure good pace to most lessons. First class relationships ensure quiet and purposeful learning atmospheres where all children gain confidence. Effective discipline and reward systems are successfully used to further reinforce children's exemplary behaviour. Children relish opportunities to

develop their speaking and listening skills through discussions, asking and answering questions. In many lessons teachers develop an infectious excitement for learning that makes all children work their hardest.

New teaching developments are based on analysis and evaluation of relative weaknesses. They are thoughtfully introduced to have a positive impact on standards and progress. Teachers make increasingly effective use of new assessment systems to track children's progress. They know children very well as individuals, matching work well and giving useful comments to help children's learning. Challenging targets for groups of pupils are having a positive impact although more use could be made of targets focused on individual pupils' needs to help them know what they need to do to learn.

Children with learning difficulties and/or disabilities are correctly identified and learn well. Minority ethnic pupils or those new to English are well supported. Effective teaching assistants make a very positive contribution to ensuring children's progress when working with individuals and groups.

Curriculum and other activities

Grade: 1

Children are given an outstanding range of interesting and purposeful activities that lead to very successful learning for all. Teachers know the children very well and ensure that tasks are relevant to their needs and build successfully on earlier learning. Much work, for example, makes use of the local area and helps children to feel a part of the local community. They are taught to be self-confident, cooperative and to work together harmoniously. Teachers ensure that children are given skills to ensure their safety and health.

An extremely wide range of additional activities including very many sports, musical activities and residential visits extensively enriches the curriculum. Children identify these as very enjoyable and important to them, with most taking a full part.

Care, guidance and support

Grade: 1

The school ensures that it offers outstanding care, guidance and support. Parents have a very strong partnership with the school and are appreciative of its efforts in caring for their children. The very strong and supportive atmosphere gives children and parents confidence. One parent rightly described the school as, 'such a positive environment for children to flourish'. Very effective procedures ensure children are safe, secure and able to enjoy all aspects of school. Secure arrangements for child protection are followed rigorously. Children are strongly encouraged to adopt healthy lifestyles through healthy food choices and many different opportunities to undertake physical activity.

Children, including those with learning difficulties and/or disabilities, are helped to make effective progress, making good use of outside agencies where appropriate. Teachers make increasing use of targets for literacy and numeracy and older children

increasingly know what they need to do to improve their work. They appreciate the advice and guidance given by teachers and support staff.

Leadership and management

Grade: 1

Leadership and management are outstanding. The new headteacher has quickly established the confidence of staff, governors, children and parents and there is strong potential for further improvements. His own evaluations of teaching and standards have been clear and accurate. He has used these to successfully set out a clear vision of improvement from the weaker 2004 results. Strong systems for tracking and evaluating progress and results have been established. These have led a return to high standards and have still greater potential in helping teachers maintain the outstanding level of provision.

Strong teamwork has been established and subject leaders support their colleagues well. Improved monitoring and evaluating of teaching and learning has helped them identify necessary developments and ways to help raise standards. These are clearly prioritised in the school's planning and linked to action plans that act as useful working documents. However, greater clarity in success criteria and how subject leaders can monitor progress would help the school's evaluations of success.

Governors ensure the school fulfils its responsibilities. Developing systems of monitoring are helping them to get an accurate picture of children's standards and achievements. As a result, they know the school increasingly well and are better placed to ensure that resources are used efficiently to achieve value for money.

Parents and children are strongly appreciative of what the school has to offer. There are very good opportunities for adults and children to express their views and opinions and have a positive influence on actions taken.

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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?	1	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	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	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?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	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	2	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	1	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 very much for the warm welcome you gave me when I recently visited your school. I was most impressed by your extremely good behaviour and how you were all so friendly, polite and helpful. Everyone in your school seems to get on very well together and this helps you to learn well in your lessons.

I was very pleased with the way your teachers plan lots of interesting things for you to do. These help you to do very well in your lessons. Your teachers make sure you are safe and well cared for.

In your school, teachers are good at planning new ways to teach. I have asked them to be more careful about exactly what they want to improve and how they are going to check. In order to help you do even better, I would also like them to make more use of all the things they know about each of you to set targets and help you improve.

I am sure that they will make a good job of these things and make sure the school keeps up the high standards that it has already set. I enjoyed talking with you and your teachers very much and wish you and the school the very best for the future.