



Lees Primary School

Inspection Report

Unique Reference Number 107264
Local Authority Bradford
Inspection number 287769
Inspection dates 26–27 February 2007
Reporting inspector Alan Giles

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

Type of school	Primary	School address	Haworth Road
School category	Community		Cross Roads, Keighley
Age range of pupils	5–11		West Yorkshire BD22 9DL
Gender of pupils	Mixed	Telephone number	01535 643320
Number on roll (school)	184	Fax number	01535 643320
Appropriate authority	The governing body	Chair	Mrs Lorraine Clarke
		Headteacher	Mrs Jean Richards
Date of previous school inspection	5 February 2002		

Age group 5–11	Inspection dates 26–27 February 2007	Inspection number 287769
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

In recent years, the characteristics of this village school have changed considerably with pupils coming from a more varied socio-economic background compared with the previous traditional small village characteristics. The number of pupils who have learning difficulties and/or disabilities and those eligible for free school meals is average. However, numbers vary dramatically from year-to-year and in some year groups there is a very high percentage of pupils requiring additional learning support. There are an increasing number of pupils arriving at different times during the school year. The school has Artsmark Gold, an Active Mark, the National Healthy School's Award and anti-bullying and Football Association charters.

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. It has some outstanding features, particularly in its management of relationships with other schools and outside agencies to improve pupils' progress and the work it does to promote healthy lifestyles - reflected in the Healthy Schools Award. Pupils talk excitedly about healthy choices and 'the right to be safe in school' and how they enjoy sport, 'because it makes us fit.' A strong ethos values each individual pupil, and reflects the good arrangements for their personal development, care and guidance. Pupils have the confidence to talk about their work and their responsibilities, in doing so they show a great concern for each other and the positive way they play and learn together. Pupils' social, moral, spiritual and cultural development is outstanding. 'Friendship stops' in the playground epitomise their attitudes to helping others and their mature understanding and celebration of individual differences. These views are reflected in the anti-bullying charter awarded to the school. Vibrant displays of pupils' work are testimony to the importance the school places on the arts, cultural diversity and pupils' artistic and theatrical endeavours.

Pupils enter the school with abilities below that expected nationally. In the Reception class, although there are restrictions in space, especially outdoors, pupils make a good start to their education. Good progress is maintained through to Year 2, resulting in above average standards at the end of Year 2 for the last three years. Although inconsistent across subjects, progress is generally good between Years 2 and 6 and standards at this stage have been consistently above the national average since the last inspection.

Pupils enjoy their learning because teaching is good overall, characterised by teachers' efforts to make lessons interesting. Good features also include an understanding of how pupils like to learn and how different subjects can offer a range of appeals. However, there are inconsistencies in the way in which teachers and managers make use of information from assessment. This is as a result of tracking procedures not fully noting inconsistencies in achievements across subjects to inform teachers what to do at the next stages in learning. Although some pupils, especially in Year 1 and 6 know how to improve because of information given to them, others do not receive enough specific feedback to ensure that they are clear about how well they are doing and how to improve.

The good curriculum has some outstanding features such as the excellent range of extended activities and visits. These focus in particular on sport and success is evident through the Football Charter Award and the Active Mark. Enrichment is given to the creative arts such as music, art and dance where pupils do well. Certain other subjects are beginning to be linked together to make learning more exciting and meaningful to pupils.

Good leadership and management, including effective support and challenge from the governing body, ensure the maintenance of high expectations and a good capacity for future improvement. The school knows itself well and how to improve, resulting in good improvement since the last inspection. The headteacher's skill in managing

change is an important factor in the school's success. Staff training is prioritised and new initiatives, especially partnership collaborations, are used very well to improve pupils' progress. Very good financial management has allowed the headteacher to deploy staffing very well to provide good value for money.

What the school should do to improve further

- Focus sharply on the use of assessment data to help teachers share consistently challenging targets with pupils and to check these regularly.

Achievement and standards

Grade: 2

Pupils achieve well in the Foundation Stage because the teacher sets accurate and achievable goals for success and monitors progress carefully. Good teaching in Years 1 and 2 builds on this capacity, which is reflected in the high standards attained in Year 2 pupils between 2004 and 2006. There has been a similar trend of high standards for pupils in Year 6 but with some inconsistencies in achievements across subjects. However, the school has analysed where improvement is needed, for example, in writing and information and communication technology (ICT), and has successfully intervened to improve the position. These interventions have also had a very positive effect on improving learning across a range of subjects. More recent changes are beginning to address issues regarding the slightly slower progress of a small number of girls and some pupils who have above average abilities.

The school is experiencing a situation where there are considerable differences in the range of abilities of pupils from year-to-year, with increasing numbers who have learning difficulties and/or disabilities. The school's 2006 test results for Year 6 pupils were lower than previous years because of these factors, but still, pupils made good progress from their starting points. Pupils in the present Reception class entered the school with a range of below average to average abilities. The present Year 6 has a very high proportion of pupils who need additional learning support. Importantly, both these groups are progressing well because of challenging and effective teaching.

Personal development and well-being

Grade: 2

The school judges personal development to be outstanding, inspectors judge it to be good. Pupils enjoy coming to school and this is reflected in their good attendance and their friendly conversations with visitors. School councillors are proud of the role they play in decision-making and see it as 'doing their bit for the school'. They are pleased with the improvements made to the school environment such as the garden areas and more playtime equipment. The school council debate diet and suggest healthy options for pupils. Other pupils willingly take on responsibilities as playground buddies and playtime fruit sellers, although are not involved in the overall organisation. Their exemplary enthusiasm shows they are now ready to take on even more initiatives and

responsibility linked to the school community. Strong links with local churches and fundraising for charity develop a keen awareness of the community beyond school. The pupils talk excitedly about their new friendships developed as part of the Bradford 'Linking Schools Project' which helps promote an awareness of racism and community cohesion. By Year 6, pupils are confident, mature individuals, well prepared for the next stages of education and beyond.

Quality of provision

Teaching and learning

Grade: 2

The well deployed teaching assistants provide good quality support to the growing number of pupils with learning difficulties and/or disabilities. There has been a significant improvement in the use of ICT to enhance learning since the last inspection and pupils are enthusiastic about their work on computers and interactive whiteboards. They enjoy a range of interesting and fun activities which helps them learn quickly. The best learning occurs when pupils are actively involved through working with partners, experimenting, using independent research and solving problems than when they have to listen to instructions and explanations for long periods of time. The beginnings of lessons are purposeful and efficient because teachers make clear the objectives of lessons. However, there is inconsistency in reviewing and celebrating what has been learnt at the end because assessment is not consistently used to challenge the diverse needs of pupils.

Curriculum and other activities

Grade: 2

The curriculum very effectively meets the needs of all its pupils. Music is a strength and this, together with work with local artists, visiting theatre groups and specially themed projects like, 'The Opera House Project', most effectively develop pupils' creativity and reflect the Artsmark Gold. The bright, attractive displays around the school celebrate pupils' achievements well. Projects, such as the philosophy tasks are beginning to link subjects and activities together so that pupils' learning becomes even more meaningful. Pupils use their skills in writing and ICT, in particular, to support their learning in other subjects. Work in personal, social and health education contributes very effectively to pupils' understanding of citizenship and staying safe and has enabled pupils to gain an excellent understanding of the issues relating to healthy lifestyles. The outstanding range of extra-curricular activities, visits and visitors provides excellent opportunities for pupils to extend their enjoyment of learning and to develop new skills and talents.

Care, guidance and support

Grade: 2

Pupils are well cared for in a happy and safe learning environment. Child protection and all other checks for safeguarding pupils' health, safety and well-being are securely in place. Relationships are good; pupils say, 'you're never lonely', and know there's always someone to help them with any worries they might have. Pupils with learning difficulties and/or disabilities are well supported by trained support staff and outside agencies where necessary. This enables these pupils to be fully included in all activities and to make good progress towards the targets in their individual education plans. Those pupils with a particular gift or talent are supported well by the school and other organisations to enable them to develop their skills to the full. Pupils' progress is assessed regularly. However, the information gathered and the use of teachers' written marking is not yet used consistently across the school to inform pupils about how to improve their work. The vast majority of parents are very pleased with the care and support their children receive.

Leadership and management

Grade: 2

The good quality leadership has a clear focus on raising standards. A strong team spirit enables staff to work together to enrich learning and improve pupils' achievements. The headteacher gives a strong lead on self-evaluation which means that the school prioritises its work very well and has an accurate and honest understanding of its strengths and areas to develop. Interventions to improve writing across the curriculum and to increase knowledge and skills in ICT have been very successful. Professional development of staff is carefully prioritised and new ideas are shared, for example, the updated strategies for literacy and numeracy are increasing pupils' enjoyment of learning and are helping staff plan more exciting and relevant lessons. This is resulting in continuing high standards in writing and improved understanding of calculation in mathematics. The coordinators for the core subjects monitor pupils' performance well and their roles have been crucial in making relevant improvements when achievement has fluctuated.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

It was very nice of you to greet us so kindly when we came to your school recently to see how well you, and your school, are doing. Throughout our stay it was quite obvious that you are proud of your school and that you make good contributions to making it a happy and safe place to learn. You will be pleased to hear that we agree with your views and judge Lees Primary to be a good school.

We enjoyed talking to you and visiting your lessons to watch you learn and you should be very proud of your good behaviour and positive attitudes. We agree with you when you say everyone gets on really well, that you make good friends and that your lessons can be very interesting and also that you enjoy your learning.

These are some of the best things your school does.

- The good way your headteacher and other staff look after you.
- The way your teachers help you learn and the good progress you are making.
- Making sure you behave well and create good friendships.
- Creating excellent displays around the school which shows your good art skills and details of your interesting activities and visits.
- Encouraging you to be active in school life.
- Providing very many interesting activities for you to become involved in.

We have asked your teachers to improve something to make your school an even better place to learn in. We have asked them to:

- give you clear learning targets and information about your achievement together with more opportunities in lessons for you to discuss them so you know exactly what to do to improve.

Thank you for helping us with our work and for being such brilliant hosts. We hope you continue to be proud of your good school.