

Ninelands Primary School

Inspection report

Unique Reference Number	107873
Local Authority	Leeds
Inspection number	287936
Inspection dates	14–15 March 2007
Reporting inspector	Ross Parker

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	394
Appropriate authority	The governing body
Chair	Mrs Helen Higham
Headteacher	Mrs Jean Lumb
Date of previous school inspection	13 March 2001
School address	Ninelands Lane Garforth Leeds West Yorkshire LS25 1NT
Telephone number	0113 2863595
Fax number	0113 2876000

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Ninelands is a community primary school serving a mixture of private and social housing. It is larger than average, and 50 children attend part-time for Nursery. About two percent of pupils are currently entitled to free school meals, which is below average. Few pupils are from ethnic minority backgrounds and only a small number speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities or who have a statement of special educational need is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Ninelands Primary School provides an outstanding education, which parents and pupils value highly. It has developed an extensive range of partnerships with other schools and organisations. These have enabled it to maintain a rich and varied curriculum that captures pupils' interest and enjoyment. At the same time it has sustained good achievement and above average standards. Standards in English have been stronger than in mathematics, where results in national tests have declined a little over recent years.

Pupils have average skills when they join Nursery. The outstanding quality and standards in the Foundation Stage set the pattern for all the subsequent years. Here, children learn to work independently so that adults can give support where it is most needed. This results in good teaching and learning where pupils get excellent guidance on how to improve their work. The school is highly inclusive and pupils who face any barriers to learning are supported very effectively to make good progress. Vulnerable pupils are particularly well cared for.

Pupils' spiritual, moral, social and cultural development is outstanding.

This shows in their mature behaviour, and the imaginative way that they embrace community and charity projects. The school council is well established and respected, giving pupils a say in running their school. Councillors take their role seriously and have influenced several changes recently. Pupils' enjoyment of school shows in above average attendance and enthusiasm in lessons. Initiatives to ensure pupils' safety, such as the all-encompassing anti-bullying campaign, have had a deep impact on their behaviour. The range of physical activity and the school's management of catering promote a secure understanding of healthy lifestyles. Pupils are well prepared for their future economic well-being.

The headteacher is well supported by the deputy headteacher and middle managers to encourage the good academic and personal development of the pupils. A predominantly new governing body is adapting to its role very quickly. The school has a very clear understanding of how well it is doing and how it needs to develop, and gives outstanding value for money. Excellent financial management has enabled substantial recent improvements. Information and communication technology (ICT) was an area for improvement in the last inspection report. It is now a major strength. Play facilities have been upgraded, and new interactive whiteboards have enlivened teaching. These improvements and the recruitment of very effective new staff demonstrate the superb capacity for further improvement.

What the school should do to improve further

- Improve pupils' mathematical skills to bring them into line with other subjects.

Achievement and standards

Grade: 2

Children join Nursery with broadly average standards. By the end of Reception they have made good progress and assessments show that standards are above average. Standards have been above average by the end of Year 2 over the last five years. Pupils' reading skills are above average, with their performance in writing and numeracy closer to average. Standards by the end of Year 6 have also been above average in recent years. English has remained above average, though mathematics and science dipped to be average in 2006. This continued a decline from very high standards in mathematics in 2003, as the school used new assessment methods which

demanded more secure learning. The school sets challenging targets and current data show that pupils are making good progress and are on track to meet them. Pupils with learning difficulties and/or disabilities achieve as well as other groups of pupils. Some vulnerable pupils have made exceptional progress in recent years and higher-attaining pupils are also supported to make good progress.

Personal development and well-being

Grade: 1

Pupils love coming to school because there is so much to stimulate and interest them. They develop confidence and social skills that will serve them well in later life. Pupils participate in a wide range of sporting and aesthetic pursuits which prepare them well for their future. They also understand and value the different ways that people from varied backgrounds live.

Children get off to a very secure start in the Foundation Stage, behaving well and growing in independence. In Years 1 to 6, pupils behave maturely and demonstrate a very good level of self-discipline, courtesy and consideration. They develop strong collaborative skills which they use well in discussion to solve problems, and also when they are playing. They use ICT discerningly, knowing where to look for information and how to select what is useful. They understand how to consult and represent each other's views, and this has made the school council particularly effective. They also respond thoughtfully to charity appeals, frequently going beyond the expected response as they develop a deeper understanding of people's needs.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan their lessons well to include imaginative and varied activities to capture pupils' interest and provide suitable challenge for all abilities. They make good use of interactive whiteboards as one of many methods of keeping the pace of learning brisk. They also manage behaviour very well. These strengths help pupils to maintain good concentration in lessons and to build on their independence, previously expertly promoted in the Foundation Stage. In the best lessons, the level of challenge is consistently high, though there are times when the more able pupils find the work too easy. Good support for pupils with learning difficulties was typified in a Year 5 lesson. Here a teaching assistant worked with a small group to calculate the area of a rectangle using methods that matched the pupils' needs exactly and which enabled them to achieve well. At the same time, a group of more able pupils clustered round the interactive whiteboard as a pupil led their exploration of a far more complex approach.

Pupils know what they need to do to succeed in each lesson. Teachers observe and question skilfully so they are aware how effectively each pupil is learning. When they mark pupils' work they prompt them to improve continually and give clear guidance on what pupils need to do next. There are lots of opportunities for pupils to collaborate, to evaluate each other's work and to talk together to clarify their thinking. Pupils also make discerning use of ICT to research, present their work and experiment with designs or artwork. These activities provide them with very good basic skills for adult life.

Curriculum and other activities

Grade: 1

The curriculum provides a quality and range of experiences far beyond that expected. This supports pupils' personal development very well. It meets pupils' needs extremely effectively and makes a crucial contribution to the vibrant atmosphere within the school. The curriculum places a strong emphasis on enabling pupils to experiment, try things out and get first-hand experience. This was well exemplified when Year 1 pupils explored washing clothes with a dolly tub and washboard, the result being their better understanding of the differences between the present and the past. The excellent curriculum helps pupils to apply their literacy, numeracy and ICT skills, with relevance to many subjects. The range of pupils' experiences is very wide. Visiting artists, writers and engineers bring real-world experience which gives pupils' work real credibility. Experts in dance, music and physical skills expose pupils to high levels of expertise and enjoyment. Pupils greatly enjoy residential visits which build their self-confidence and promote teamwork. Visits to places such as Armley Mills or Clarke Hall give pupils the opportunity to dress up and to experience what it was like to live in a different time. A wide range of popular extra-curricular activities support pupils to develop healthy lifestyles.

Care, guidance and support

Grade: 1

The school is rightly proud of gaining the Inclusion Charter which celebrates the outstanding care it provides. Pupils at risk are identified and strong support systems help them to feel accepted and to be aware of their achievements. Their personal development is carefully monitored and the school works very closely with the parents of those pupils who cause concern.

Pupils have very clear guidance on what they need to do to improve. There are very effective systems to track each individual's progress and these contribute very well to pupils' achievement. Pupils are also prepared very well for the next steps in their education, especially those with learning difficulties and/or disabilities. Pupils who are identified as gifted or talented have good support, including opportunities to work with similarly gifted pupils from other schools.

Health and safety are very well promoted. An outstanding example is the annual drive to inhibit bullying at the school. The school takes its child safety responsibilities very seriously and has secure arrangements in place which are fully understood by the staff.

Leadership and management

Grade: 2

The school is exceptionally well led and managed by the energetic and committed headteacher, with strong support from senior staff. There is a strong emphasis on teamwork, and roles and responsibilities are clearly defined. The school's self-evaluation paints an accurate and robust analysis of development. The governing body is gaining in strength and beginning to make its mark in managing the school. Experienced governors have a clear understanding of the issues facing the school, though most governors are still new to the role and have yet to develop their expertise fully.

The school is well focused on continuing improvement. A broad range of effective monitoring systems enable staff to ensure that the school's policies and practice are working well. There are efficient systems for the smooth day-to-day management of this large school. The

headteacher and governors have a clear strategic view and financial management is secure and prudent.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

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	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Thank you all for the very friendly welcome you gave us when we came to visit your school recently. We really enjoyed meeting you and having the chance to talk to you.

The school gives you an outstanding education.

Here are some of the really good things about your school

We were impressed by your considerate behaviour and the way that you get on with each other. You are really enthusiastic in your lessons and when you are playing. You really like the visits and residential activities, and you appreciate the range of sports you can play. You have lots of opportunities to help the school to run smoothly, such as organising the play equipment. The school council is really effective. The school provides an outstanding range of different experiences for you. This makes your learning enjoyable, and helps you to make good progress. Visitors such as artists, writers and sports coaches also make your learning fun. The teachers look after you extremely well, and give you really good guidance about how to improve your work.

What I have asked the school to do to make it even better

The school now needs to improve your mathematics skills so that they are as good as your skills in other subjects. You can help by really going for your mathematics to see how quickly you can improve.