



# Ireland Wood Primary School

## Inspection Report

**Unique Reference Number** 107896  
**Local Authority** Leeds  
**Inspection number** 287946  
**Inspection dates** 6–7 March 2007  
**Reporting inspector** Les Schubeler

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

<b>Type of school</b>	Primary	<b>School address</b>	Raynel Gardens
<b>School category</b>	Community		Leeds
<b>Age range of pupils</b>	5–11		West Yorkshire LS16 6BW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 2678032
<b>Number on roll (school)</b>	212	<b>Fax number</b>	0113 2300289
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr A Coverdale
		<b>Headteacher</b>	Mr D Jacques
<b>Date of previous school inspection</b>	18 September 2001		

<b>Age group</b> 5–11	<b>Inspection dates</b> 6–7 March 2007	<b>Inspection number</b> 287946
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is an average sized primary school serving a socially and culturally diverse area. There is resourced provision for children with complex medical and physical needs. There are currently nine pupils in the resource. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has received many awards, including the Stephen Lawrence award, the Leeds Inclusion charter mark, Activemark Gold, Artsmark Gold, Investors in People, Investors in Pupils, the National Healthy Schools award and the Becta ICT Mark.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It shows exceptional commitment to helping all its pupils, including those with complex physical and medical needs, to benefit from their education and take part as fully as possible in school life. The headteacher provides excellent leadership. He has been extremely effective in building on the previous strengths of the school and developing a very caring environment where all pupils thrive and thoroughly enjoy school. He is very ably supported by the senior team and all other leaders. The effect of their leadership is that all pupils and staff feel equally valued. Parents, including those who have children with highly complex physical and medical needs, have every confidence in all who work at the school. Their views are typified by the comment: Hooray for Ireland Wood - I would recommend it to everyone with school age children. Children start school with skills and knowledge that are below expectations for their age. The very safe, caring environment in Reception enables them to settle quickly into school routines, flourish and achieve well. Children are well prepared for the main school. Here they continue to achieve well and by the end of Year 6 they reach standards that are above average. Pupils with learning difficulties and/or disabilities make good progress. The good achievement of pupils is rooted in the good, sometimes outstanding, quality of teaching they receive as well as the very rich and varied curriculum which interests and motivates them. Teachers mostly enthuse pupils and make them want to succeed, but occasionally the pace of lessons slackens, with insufficient time allowed for pupils to work independently, and this slows learning.

The care, guidance and support provided for pupils are outstanding and, as a result, their personal development and well-being are outstanding also. Pupils behave exceptionally well. They all get on very well with one another, regardless of race or disability, which promotes positive attitudes to all. In this respect, they are a credit to themselves and to the school. Their social skills are excellent and they are confident and articulate when talking to adults. They willingly respond to opportunities to take on responsibilities to help others. They have an excellent understanding of how to lead safe and healthy lives. Newcomers to the school are made welcome by all and quickly settle. Those pupils with wide-ranging physical and learning needs are extremely well integrated into school life because of the very effective support they receive from adults and classmates alike.

Leaders have an extremely accurate picture of the school's strengths and areas for improvement. They are quick to act decisively, as they did to bring about improvement after the pupils' level of performance fell in the 2005 national tests. Careful consideration is given to all action taken and the needs of the pupils are always paramount. Effective use of a wide range of external professional support contributes valuably to pupils' personal development and achievement. The resource for pupils with complex physical and medical needs has grown since the last inspection and is very successfully integrated into the mainstream school. A major increase in the extended services on the premises has also helped to create a school that is prospering and meeting the needs of the community. Effective self-evaluation, action and

developments all indicate an excellent capacity in the management team to take the school even further forward.

### **What the school should do to improve further**

- Ensure that all lessons have sufficient pace and challenge to meet the learning needs of all pupils

## **Achievement and standards**

### **Grade: 2**

Standards are above average and achievement throughout the school is good. National test results dipped in 2005, but the school ensured that the previous pattern of above average standards was restored in 2006 thanks to the introduction of well thought out measures. These included a whole-school focus on writing and calculations, a range of assessment strategies, and support for Year 6 pupils in the form of individual mentoring. As a result, the proportion of pupils attaining the higher levels in the 2006 national tests was significantly above average. The school continues to set challenging targets based on secure knowledge of individual pupils. Current work indicates that the good achievement of pupils in 2006 is being sustained. From year to year there are variations in the severity of the physical and learning difficulties experienced by some pupils. However, the school is quick to introduce strategies to accommodate their needs and, as a result, these pupils make good progress from their starting points.

## **Personal development and well-being**

### **Grade: 1**

Visitors are quick to point out that Ireland Wood is a 'happy school, where all pupils are made to feel important'. Pupils steadily become mature, responsible and independent. They have very positive attitudes to school. Attendance is broadly average despite the school's persistent and vigorous efforts to secure its improvement. Bullying is rare, but when it occurs pupils say it is dealt with swiftly and effectively. School council members are proud of the part they play in making decisions that involve and benefit all pupils, such as helping to design improvements to the playground. They also manage the school council budget effectively, which helps them to develop workplace skills and prepare for adult life. School community initiatives are given strong emphasis, for example, through training Year 6 pupils to treat minor injuries in the playground. Successful assemblies help promote pupils' excellent spiritual, moral, social and cultural development. Pupils develop self-esteem and confidence because their efforts and achievements are valued and rewarded.

## Quality of provision

### Teaching and learning

#### Grade: 2

Secure relationships, effective management of pupils and high levels of care successfully underpin the good teaching and learning. For Reception children, a good balance is struck between practical activities and the teaching of key skills. As a result, children are interested, involved and sometimes excited, and know what they must do to succeed. Pupils throughout the school find most lessons interesting, challenging and fun. Teaching assistants contribute very well to the quality of pupils' learning, especially for those with learning difficulties and disabilities. Teachers are skilled at telling pupils what they must do to succeed, and this provides a clear focus for their learning. All adults give pupils much encouragement and praise, and as a result, they are keen to do their best. Occasionally teachers do not give enough time for pupils to work on their own and the pace of lessons is not brisk enough, and this leads to less effective learning. Assessment is thorough and embedded in the school's work. Very effective procedures are in place for assessing and tracking pupils' progress. As a result, pupils who do not make enough progress receive additional support to help them improve more quickly.

### Curriculum and other activities

#### Grade: 1

The school has an outstanding, highly effective curriculum with an impressive range of enrichment activities. It is very well planned with a high priority given to promoting basic skills while still focusing upon excellence and enjoyment. The school is justifiably proud of a variety of accredited awards which reflect the high quality and wide range of the school's provision. The school recognises the particular needs and interests of the pupils and adapts the curriculum to ensure that all pupils have equal opportunities to learn and achieve.

Information and Communication Technology makes a valuable contribution to pupils' learning across all subjects. Bespoke technology is used to aid the learning of pupils with speech and language difficulties, enabling them to take a full part in lessons. Some particularly impressive and imaginative artwork has been produced by pupils using digital photography techniques; this contributes very well to their creative development. The curriculum is further enriched by visits to local museums and galleries and the use of specialist sports and music teachers. There is an outstanding range of out-of-school activities in and beyond the school day. These involve the pupils in sports, arts and cultural experiences which enhance their personal development and learning.

## **Care, guidance and support**

### **Grade: 1**

Pupils and their families appreciate the socially inclusive environment that the school takes great pride in offering. The school provides well organised and highly effective support for vulnerable pupils and those with complex learning difficulties and/or disabilities so that they can take a full part in activities. Well trained and committed teaching assistants make a significant contribution to the high quality support these pupils receive. Health and safety systems are very good. Arrangements for ensuring that all new staff are appropriately vetted are in place. Procedures for keeping pupils safe from harm are rigorous and embedded in the school's work. As a result, pupils feel safe and know there is an adult they can turn to if they are troubled. The school does all it can to ensure a smooth transition when pupils move to and from school. Very good information is provided for parents and keeps them in touch with their children's progress. Guidance to pupils about their academic performance is excellent. Pupils know their targets and how to achieve them. Teachers' marking clearly tells pupils what they are doing well and how they can improve their work. This contributes to the good progress pupils make.

## **Leadership and management**

### **Grade: 1**

A real strength of the school's outstanding leadership and management is the very high quality of teamwork which ensures that everyone plays a part in driving the school further forward. Morale is high and all staff are committed to raising standards and achievement. Data is analysed thoroughly and accurately to monitor school performance and leaders quickly take effective action to address areas for improvement. Comprehensive systems to track both the personal development and the academic progress of pupils have been developed. This helps staff to know their pupils well and has a positive impact on pupils' performance in the classroom and around the school. Good opportunities for the professional development of staff are provided. There are strong and productive links with other agencies to provide a wide range of extended services. Governors are well informed, are committed to further improvement and help the school to provide outstanding value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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	1
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 for the warm welcome you gave to the two inspectors who visited your school recently. We would like to thank you for being courteous and friendly. We enjoyed talking to you and finding out your views about the school. We spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. We came to the conclusion that Ireland Wood is an outstanding school. It has many excellent features that help you to enjoy school and make good progress in your work. We were very impressed by how well you get on with one another, your positive and responsible attitudes, your maturity and your enthusiasm for the school in general. What pleased us particularly was the high level of support that you give to one another and the way you treat all others equally. We think all the adults in the school care for you and look after you extremely well, keeping you safe and healthy. We know, too, that you are very proud of your school and that you thoroughly enjoy the many activities such as visits, sports and clubs that it provides for you. However, there are some pupils who could attend school more regularly. By doing so, they would reach higher standards and make better progress. Your teachers teach you well and make your lessons interesting and enjoyable. We have asked them to make sure that all of your lessons challenge you to do your very best. We are sure that you will continue to enjoy school and to make good progress. Most of all, we hope that you will carry on working hard and helping all the staff to make sure that Ireland Wood keeps up its high reputation.