



# Grimes Dyke Primary School

## Inspection Report

**Unique Reference Number** 107924  
**Local Authority** Leeds  
**Inspection number** 287958  
**Inspection dates** 16–17 October 2006  
**Reporting inspector** Lesley Clark

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>	Stanks Drive
<b>School category</b>	Community		Leeds
<b>Age range of pupils</b>	3–11		West Yorkshire LS14 5BY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 2941066
<b>Number on roll (school)</b>	310	<b>Fax number</b>	0113 2941060
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	
		<b>Headteacher</b>	Mrs Diana Mann
<b>Date of previous school inspection</b>	18 February 2002		

<b>Age group</b> 3–11	<b>Inspection dates</b> 16–17 October 2006	<b>Inspection number</b> 287958
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Grimes Dyke is a slightly larger than average urban primary school on the edge of Leeds, serving an area of considerable socio-economic disadvantage. Numbers have declined because of changes in housing provision locally and the school is currently reducing to one-form entry. The school has a larger than usual number of vulnerable pupils, including those who are looked after. The proportion of pupils identified with learning difficulties and/or disabilities is broadly average but the number with a statement of special educational need is above average. In addition, the school has a speech and language resource provision for eight pupils who have statements of special educational need. These pupils are taught alongside others in normal classes. The school has had significant staffing difficulties in the last three years with two thirds of staff changing in the last 18 months. In September 2006 a full-time pupil support worker was appointed to deal with behavioural issues.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

This school is not as effective as it should be, despite strengths in the provision for Foundation Stage children, pupils with learning difficulties and/or disabilities and aspects of personal and cultural development. Standards are low and declining. A significant number of pupils do not achieve as well as they should. This is because the teaching is not sufficiently strong to manage the diverse and complex range of needs which pupils bring to school. The headteacher, supported by the deputy headteacher, is committed to raising standards. High staff turnover and reducing pupil numbers have hampered progress. There are inconsistencies in the quality of teaching and pupils' learning has slowed significantly as a result. Fluctuating staffing does not provide the stability to cope with pupils' wide range of ability or the increasing number of pupils with challenging behaviour which becomes more marked as they grow older. Although staffing has been relatively stable for the past year, standards by the end of Year 6 have fallen significantly in 2006. The school has identified correctly that lower and average attainers, particularly boys, underachieve. The more able pupils achieve satisfactorily, as do those with learning difficulties and/or disabilities, including those who receive specialist support through the speech and language resource provision.

Pupils do their best and enjoy their learning most when there is a strong practical element to lessons. However, they become unsettled when lessons are too easy or too hard. Behaviour is generally satisfactory with the majority behaving well, though opportunities for pupils to learn independently are limited. A large number of exclusions during the 2004–5 year involved a small minority of older pupils; the number was significantly lower last year. The Foundation Stage provision is good, with an appropriately strong emphasis on personal, social and emotional development. The wide range of indoor and outdoor play equipment and the rich learning environment help children learn through finding out for themselves. For many Reception children, though, the introduction to formal literacy skills is too soon and too advanced for their stage of development.

Attendance is below average and showed a small deterioration during 2005 and 2006. The rate of unauthorised absence increased last year. The school takes appropriate actions to reduce non-attendance but so far this has not produced results. A significant minority of pupils have yet to feel that it really matters that they attend school regularly. The recent appointment of a full-time pupil support worker is a positive step towards helping pupils with behavioural issues and other problems. The majority of pupils do enjoy coming to school. They feel safe and trust their teachers to help them when they need it, though some continue to have concerns about bullying. Personal development and well-being are satisfactory and pupils have a sound understanding

of why it is important to follow a healthy lifestyle. Enrichment of the curriculum, through events such as 'world of a difference week', help pupils to consider important issues such as racism and to be aware of cultural diversity. Pupils are well cared for in terms of their personal needs and the provision for vulnerable pupils or those with learning difficulties and/or disabilities is very well managed. The inclusion of pupils involved in the speech and language resource provision is a strength. Academic guidance is satisfactory, with strengths in the detailed overview held by the headteacher and deputy but with weaknesses in using assessment to determine what precisely should be taught.

The many staffing changes, including those involving management responsibility, have resulted in unavoidable additional demands on leadership time. Too much responsibility has been left to the two senior leaders and the part-time inclusion manager and so the support they can offer new teaching staff is limited. Leadership and management responsibilities of other staff are at an early stage of development. This means that senior managers have not been as effective as they should. The school's self-evaluation rightly shows that the school has declined considerably since its last inspection but it has a more rosy view of achievement, teaching and capacity to improve than the evidence warrants. The evidence for satisfactory achievement for all groups of pupils is not robust. The headteacher and deputy headteacher passionately keen to resolve the issues facing the school but different initiatives introduced over the last three years have not worked. Governors are warmly supportive and are seeking further training. The most recent plan to turn the school around is in its initial stages and has not had time to have an impact, though the school continues to be optimistic. Taking all these things into consideration, leadership and management therefore are inadequate at the present time. The school does not have the capacity to improve without additional support and at present gives inadequate value for money.

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

- Raise achievement, particularly that of boys, in English, mathematics and science.
- Improve the consistency of teaching quality to provide all pupils with the right levels of support and challenge so they can learn to the best of their ability.
- Raise pupils' aspirations so that they want to attend school and believe that by attending they have the best possible chance to do well.
- Widen management so that more staff take greater leadership and management responsibilities and allow senior management time to be used more effectively.

## **Achievement and standards**

### **Grade: 4**

When children first start school their skills are well below average and, although they make good progress, standards remain below average at the start of Year 1, with particular weaknesses in communication, language and literacy skills, especially among boys. Standards at the end of Year 2 have been below average over the last five years and were exceptionally low in 2005. Standards in national tests at the end of Year 6 have been significantly below average for the past five years although English results

have been generally better than those in mathematics and science. After a rise in 2004, standards dropped again in 2005, when boys' achievement was less than expected. The most recent 2006 results show some improvement at the end of Year 2 but a further decline at the end of Year 6. The school does not meet its targets and attributes this to a range of staffing, behavioural and attendance issues. While the achievement of pupils with learning difficulties and/or disabilities and the more able pupils, particularly in English, is satisfactory, the achievement of the majority of pupils, particularly boys, is inadequate.

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

### **Grade: 3**

Most pupils enjoy school and express great enthusiasm for lessons such as history because 'it is interesting to learn new things'. They know that they need to work hard though they are not always sure what they need to do to improve their work. Behaviour in lessons and around school is generally satisfactory though there is low-level disruption in the classes of older pupils. Attendance is below average and has fallen again in the past year and this has an adverse impact on achievement. Although pupils are ambitious, they do not all see the connection between attending regularly and doing really well. Several pupils are concerned that they may be bullied but say that 'adults take quick action' should this occur. Pupils know that it is important to keep fit and eat healthily, commenting that 'chocolate and sweetie rewards are unhealthy'. The school council is currently discussing how to provide more activities on the playground. Pupils' spiritual, moral and social and cultural development is satisfactory, with strengths in promoting cultural awareness. Pupils have a strong sense of justice and confirm that 'racism is taken very seriously at this school'. While the school works hard to prepare pupils for their future lives as adults and achieves some success, weak literacy and numeracy skills hamper many.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Frequent staffing changes have undoubtedly disrupted learning, and pupils with behavioural difficulties find these changes unsettling. Although the teaching seen during the inspection was satisfactory and some of it good, pupils' learning over time is inadequate. Teachers plan their lessons carefully, and most manage classroom routines well so that pupils generally are cooperative and collaborate well together. In the best lessons, pupils work at a brisk pace, enjoy the right level of challenge and make good use of discussions with a partner to clarify their thinking. Support staff work well with pupils who have learning difficulties and/or disabilities, often supervising a group of the least able pupils, resulting in satisfactory learning. The overall picture is inconsistent, however, and satisfactory teaching quality is not good enough to cope with the range of difficulties that some pupils bring to school. In less successful lessons,

teachers direct activities very closely, ensuring compliant behaviour, but giving few opportunities for pupils to work independently. There is a need for greater challenge, as in mathematics where pupils are taught in ability groups but tend to do the same work, despite the differing needs of the wide ability range within the group. This slows the learning of the lower and average attainers in particular, as they struggle when tasks are too hard and play up when they are too easy. While there are some good opportunities for pupils to assess how well they have understood new ideas, questioning is not used well enough to promote further learning. Good behaviour receives more praise than good learning, in order to combat an undercurrent of restlessness when pupils lose interest. Marking does not always make clear what pupils need to do to improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides a broad education, with appropriate emphasis on developing the skills of literacy, numeracy and information and communication technology balanced by creative and practical subjects. The more able pupils achieve comparative success in English as a result of following the strategy 'Success for All', benefiting from working together, but progress is slow for others. The Foundation Stage curriculum is good, with a sensible balance between indoor and outdoor activities. A good enrichment programme, including personal, social, health and citizenship education, broadens pupils' experiences. Pupils said that the 'world of a difference week' helped them appreciate that 'everyone in this world is important and we are all the same.' There is a good range of extra-curricular clubs and educational visits.

## **Care, guidance and support**

### **Grade: 3**

Provision for pupils' welfare is good and procedures for child protection are robust. Pupils feel safe and well cared for. The systems to support vulnerable pupils or those with learning difficulties and/or disabilities are good. Individual education plans give precise and achievable steps of learning for pupils with learning difficulties and these, together with good assistance from support staff, enable pupils to make satisfactory progress. The appointment of a full-time pupil support worker is a positive step although currently too much time is spent dealing with immediate issues. Satisfactory assessment systems give an overview of how well pupils are doing academically but the information is not analysed well enough to target what pupils need to learn next. Assessment is satisfactory in the Foundation Stage but tends to overestimate what the children have achieved.

## **Leadership and management**

### **Grade: 4**

The amount of time spent on staffing and related issues has reduced the leadership team's capacity to plan for the long-term needs of the school. The headteacher and

deputy headteacher have taken responsibility for all aspects of the school's work and delegation to other staff for instance in overseeing subjects is at a very early stage. The introduction of specialist staff to cover teachers' planning and preparation time has not reduced the pressure and has further contributed to pupils' unsettled behaviour in response to staff changes. Systems to support teaching are insecure, with most classroom assistants being attached to pupils who have a statement of special educational need rather supporting different groups of learners in classes. While there is undoubted strength and capability in the leadership team, there has been pressure on their capacity to support school improvement. The school has asked to join the local authority's Intensifying Support Programme, and is hoped that this will have an impact on raising standards. The current school improvement plan reflects this preliminary stage. The governors have not provided sufficient challenge to the school's leadership. They are actively seeking new recruits as well as further training so they can have a better grasp of how to help. At present, therefore, the school's capacity to improve is inadequate.



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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>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<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>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and for being polite and friendly. We enjoyed talking to you, looking at your work and observing some lessons. While we recognise that there are some good things going on in your school, such as 'world of a difference week', the education of children in the Nursery and Reception classes and the help given to those who have difficulties learning, we came to the conclusion that there are many things that should be better. We think that your school is not giving everyone the best possible education. We have recommended that your school is subject to 'special measures'. This means it will receive extra help to get it working as well as it did four years ago when it was last inspected. This is what we have asked your school to do:

- get everyone to do as well as they possibly can in English, mathematics and science because at the moment boys do not do as well as girls
- have your teachers make sure that all pupils in all classes learn to the best of their ability so that you do not have time or even wish to mess around
- improve your attendance so you all have the best possible chance of doing well
- give more teachers responsibilities so they can help your headteacher so she has time to lead and manage the school.

We believe that if your school does all these things you will all have the best possible chance to succeed. We wish you well for the future.