



# Austhorpe Primary School

## Inspection Report

**Unique Reference Number** 107939  
**Local Authority** Leeds  
**Inspection number** 287966  
**Inspection dates** 6–7 December 2006  
**Reporting inspector** Linda Murphy

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>	Austhorpe Lane
<b>School category</b>	Community		Leeds
<b>Age range of pupils</b>	4–11		West Yorkshire LS15 8TP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 2640450
<b>Number on roll (school)</b>	205	<b>Fax number</b>	0113 2640450
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Peter Jackson
		<b>Headteacher</b>	Mrs Winterburn
<b>Date of previous school inspection</b>	26 March 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
4–11	6–7 December 2006	287966

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is situated on the outskirts of Leeds in area of relative advantage. The numbers of pupils entitled to free school meals, from minority ethnic groups and with learning difficulties and/or disabilities are low. The school is an Investor in People. It also has the Activemark Gold and Healthy Schools Award. The headteacher, appointed in September 2005, is on a phased return to work following a period of absence during which time the deputy headteacher became acting headteacher. Both were present during the inspection.

## 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 necessary improvement in the school.

The school views its overall effectiveness as satisfactory; inspectors disagree. Many groups of pupils do not achieve as well as they should given their above average attainment on entry to the school. In 2005, standards declined significantly from the high levels found at the last inspection to broadly average at Key Stage 2. Pupils did not make the progress of which they were capable. The decline went unchecked in 2006, at Key Stage 1, to a four-year low. In 2006, at Key Stage 2, standards rose to a level significantly above average: this is attributed to good and sometimes outstanding teaching at Year 6 which quickly increased pupils' attainment. Standards in Years 1 to 5 are average.

Pupils attend well and enjoy school. They are well prepared for their future in terms of understanding how to have a healthy and safe lifestyle. The Healthy Schools Award reflects this. Older pupils have responsibilities around school and are diligent in carrying them out. Pupils' progress in basic skills is too slow, however.

In the Foundation Stage, the quality of the teaching, learning and curriculum is inadequate because children have insufficient opportunities to develop their independence and interests. Few challenges are presented to them because expectations of what they can do are low. Assessment of the pupils' progress is insecure and not used to set challenging tasks. Furthermore, children have too little opportunity to take their learning outside to enjoy the fresh air and explore the outdoors.

The quality of teaching is inadequate over time and does not provide pupils with a wide enough range of learning opportunities. Pupils' learning is very variable, depending on which class they are in. The curriculum is also unsatisfactory because it is not well enough planned to cater for the needs of all groups of pupils.

The quality of leadership and management at all levels is inadequate. It is undermined by poor professional relationships which adversely affect the rate of improvement. As a result, standards have declined in the classes from Reception to Year 5, and the school has been slow to begin to rectify matters.

Changes in leadership and leadership styles have not been sufficiently embraced by staff or governors and some parents have raised concerns over the ill effect of this on their children's education. The local authority is providing support to the school, but many basic systems are new and so their impact has yet to be seen. Arrangements to assess pupils' attainment, the tracking of their progress and the monitoring of the school's work have yet to be used regularly to improve the quality of teaching and pupils' learning. Improvement since the last inspection is inadequate; standards have declined overall and the school lacks a clear way forward. It also lacks a sharp analytical

edge, is over-reliant on external support and is insufficiently self-sustaining. It provides unsatisfactory value for money.

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

- Improve the leadership and management of the school to ensure that timely action is taken to secure improvements in the school's work and standards.
- Establish a shared approach to monitoring the work of the school.
- Improve standards and pupils' achievement from the Foundation Stage to Year 5.
- Increase the quantity of good teaching.
- Develop consistent approaches to curricular planning and tracking pupils' progress so that provision meets the needs of all groups of pupils.

## **Achievement and standards**

### **Grade: 4**

Standards in Year 6 are significantly above average. These pupils achieve well in their last year at school: a good proportion are working at a high level for their age. However, pupils' overall achievement is inadequate because their progress in other year groups is too slow. Pupils enter the school at an above average level yet, by Year 2, standards have dropped to average. Very few pupils attain a high level in the school's Year 2 national assessments. The underachievement continues through to Year 5 because the teaching and learning are not carefully checked to make sure they are the best they can be. The school met its Year 6 targets in 2006 because of the great spurt in progress in the pupils' final year. This rapid progress is not reflected elsewhere and standards are average in other classes. Pupils with learning difficulties and/or disabilities and those with special gifts and talents make similar progress to others in their class. Girls are more successful than boys at Key Stage 1, and the school has not yet initiated extra help to improve the achievement of the boys.

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

### **Grade: 3**

Pupils enjoy coming to school and are enthusiastic, as shown by their good attendance. They feel safe, and say that their teachers look after them well. Incidents of bullying are rare, and are dealt with quickly. Pupils work confidently in pairs or small groups, when given the opportunity, and their behaviour around the school is satisfactory.

These attributes are insufficiently developed in relation to pupils' progress. For example, pupils are not good at taking initiative in their learning, because they are given too little opportunity. The slow speed at which most acquire basic skills in literacy and numeracy is also not preparing them well enough for their future learning.

Pupils' spiritual, moral, social and cultural development is good. Assemblies provide pupils with an opportunity for reflection. The school celebrates religious festivals of a variety of faiths, and pupils visit the local church, mosques and synagogues. Recent celebrations included a focus on Africa, featuring food and music. Visitors have included

teachers from the local secondary school and historians who have involved the school in an archaeological dig. Pupils understand how to lead a healthy lifestyle. They make sensible choices at lunchtime and make good use of the healthy tuck shop. The school council is well established. It puts forward pupils' views and acts upon them when possible. Older pupils developed their life skills recently by planning and organising a 'World War Two caf,' , raising money to donate to a local charity. They also play an active role in taking on responsibilities around the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The lessons seen during the inspection ranged between inadequate and outstanding. As a result, pupils' learning is inconsistent over time and teaching is unsatisfactory overall. The exception is in Year 6, where there is very strong teaching; children here are challenged, lessons are exciting, and pupils are fully engaged in their learning. In a science lesson, for example, pupils had to draw on a range of skills to devise ways to filter water. The teaching quickly developed their knowledge and understanding. Pupils say that in this year group, adults do not just expect pupils to do their best, but to do their 'very, very best'.

In other lessons, work is not well matched to pupils' needs because the newly developed tracking systems have little impact on what is taught in the classroom. Few lessons provide enough challenge for all groups of pupils; for example, the work is often too easy for those who learn quickly. The styles of learning are narrow and too teacher-led; as a result, pupils have little opportunity to use their initiative and think deeply about their tasks. This adversely affects pupils' learning including that of the boys at Key Stage 1. All of these factors contribute to uneven progress and underachievement.

Teachers share with pupils what they want them to learn at the beginning of lessons, but the quality of marking and feedback does not help pupils well enough in guiding them how to improve. Teaching assistants contribute too little in lessons and this has gone unchecked. Teachers have time away from their class to prepare and plan their lessons but the arrangements for teaching their class during this time are inadequate. The teaching at these times is unsatisfactory, the planning is poor and pupils' time is wasted. This goes unmonitored. In the Reception class, children's ideas, imagination and independence are not promoted sufficiently. Expectations are low and learning in literacy and numeracy is over-reliant on worksheets or copying the art work of adults.

### **Curriculum and other activities**

#### **Grade: 4**

The curriculum is not successful in promoting pupils' achievement. A weakness is that subjects are mostly taught in isolation, so pupils have little opportunity to practise skills learnt in one lesson in another subject. The planning in the medium and short

term is inconsistent between subjects and year groups, which makes it difficult to monitor. The curriculum in the Foundation Stage is limited and too little priority is given to outdoor play. The facilities for this are inadequate. The school is awaiting new resources for information and communication technology but these have been delayed, so for some time pupils have had little access to computers. Pupils with learning difficulties access the curriculum fully but the school has no extra provision for pupils who are gifted or talented. A satisfactory range of extra-curricular opportunities widens pupils' experiences.

## **Care, guidance and support**

### **Grade: 3**

Relationships between staff and pupils are good and, as a result, pupils gain in self-esteem. They are generally well behaved in their lessons. The school has a saying that 'everyone matters' and the aim is to ensure that everyone has a voice. In this the school is successful. For example, pupils have recently developed their own class rules. Arrangements for health and safety are satisfactory and regularly monitored by the governing body. However, help and support to enable pupils to improve their work and to know what they need to do next are insufficiently established. Not all pupils have a clear understanding of their targets, and marking does not consistently provide guidance on how to improve.

## **Leadership and management**

### **Grade: 4**

The acting headteacher has maintained day-to-day organisation for the last half year but the school has not moved on strategically. Rather, it has declined.

The school lacks agreed procedures for improvement planning and the current plan is inadequate. It makes insufficient reference to raising standards and improving teaching. Accountability is unclear and success criteria are insufficiently quantifiable or linked to standards. As a result, few staff or governors are clear about what needs to be done or how urgent it is that change takes place.

Since the previous inspection, there has been a decline in many aspects of the school's work. The school lacks direction and has not identified the most significant issues affecting pupils' learning. Self-evaluation is too generous and largely inaccurate, and underachievement has not been tackled. Governors have not acted on the headteacher's initial assessments of the school's circumstances and much time has been lost.

Although professional relationships are at times distrustful, all parties say they want the school to do well but they have yet to reach agreement on how to go about this. Governors are not sufficiently robust in holding the school to account for the standards achieved.

Despite recent support from the local authority, the school does not have the capacity to improve without further help. Monitoring is underdeveloped. Weaknesses in teaching and learning have not been identified and prioritised for improvement to raise

standards. The arrangements to track pupils' progress are at a very early stage: the data on some pupils has been lost. The skills of middle managers are not utilised and so at this level managers are not contributing to improvement.





## Inspection judgements

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

### 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	4
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	3
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	4

### 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	2
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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>	4
<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	4
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	4
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 telling us all about it.

Our judgement is that your school requires 'special measures' and Her Majesty's Chief Inspector of Schools agrees. Inspectors will continue to check the school and there will be extra support to help it improve.

In Year 6, the children learn really fast and we want all of you to be able to succeed as well as this. Your attendance is good and we can see that you enjoy school. You know a lot about how to keep safe and healthy. You also have a good understanding about different cultures and the importance of getting on with each other.

We have asked the school to make sure that standards and progress improve for all of you. To do this the school will need to make sure you always have the best teaching, that the leaders and managers of the school always do their best for you, and that the curriculum is just right for you.

For your part you can help by trying really hard to always do your best.