



Fieldhead Carr Primary School

Inspection Report

Unique Reference Number 107945
Local Authority Leeds
Inspection number 287969
Inspection dates 10–11 January 2007
Reporting inspector Ralph Higgs

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

Type of school	Primary	School address	Naburn Approach
School category	Community		Leeds
Age range of pupils	3–11		West Yorkshire LS14 2EG
Gender of pupils	Mixed	Telephone number	0113 2930226
Number on roll (school)	224	Fax number	0113 2930227
Appropriate authority	The governing body	Chair	Mr M Nunney
		Headteacher	Mr D Wisnia
Date of previous school inspection	1 October 2001		

Age group 3–11	Inspection dates 10–11 January 2007	Inspection number 287969
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school is situated in a suburban area in which there is above average social and economic disadvantage. Most pupils are of White British heritage and about a tenth are from different minority ethnic backgrounds. No pupil is at an early stage of learning English. The proportion of pupils who have learning difficulties and/or disabilities is similar to that found nationally. Some of these pupils have emotional and behavioural difficulties. The school holds an Activemark Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school provides a satisfactory education with several good and exemplary features. This judgement is lower than that made by the school. It provides satisfactory value for money. Pupils' academic achievement is satisfactory. However, their personal development is good. Pupils develop into confident young citizens who work and play together well. This is because of the high level of support and personal guidance they receive from a caring staff team. Children make a flying start in the Nursery because of the outstanding provision they receive.

Children enter school with mainly average skills but a large proportion has abilities below this level. Provision in the Foundation Stage is good overall. Children make rapid progress in the Nursery and good progress in Reception. By the time they enter Year 1, almost all reach the standards expected for their age. In contrast, the rate of progress is satisfactory across Years 1 to 6. Achievement is not better than this because the pace and level of expectation of lessons is uneven. Consequently, standards are average at the end of Year 2 and Year 6, although they are beginning to rise. There is further room for improvement in English, as standards in writing are considerably lower than in reading. Few pupils attain above average standards in national tests, because more able pupils are not consistently set tasks that meet their needs.

Pupils enjoy school as shown by their involvement in lessons and readiness to join in with all that the school offers. They attend school regularly and their punctuality is good, and a popular breakfast club helps to support this. Pupils' spiritual, moral, social and cultural development is good. They clearly understand how to lead a healthy lifestyle and the importance of regular exercise. They play energetically and safely and follow school rules well. Parents are pleased with the recent improvement in behaviour and have confidence in the school.

Although the quality of teaching and learning is satisfactory overall in Years 1 to 6 and improving, there are some relative weaknesses which restrict pupils' progress. This results, for example, in pupils not getting consistent advice on how to improve their work. Whilst the curriculum successfully promotes pupils' personal development and offers good enrichment, there are some weaknesses which hold back learning. In particular, there are insufficient opportunities for pupils to practise their literacy and numeracy skills in subjects other than English and mathematics.

Leadership and management are satisfactory. The headteacher has steered the school securely since the last inspection and improvement has been satisfactory, with several good aspects. For example, pupils' cultural development is considerably better. The governing body is experienced. Its effectiveness is satisfactory and improving. Despite regular checks on the quality of the school's work, it has too positive a view of some aspects of its provision. During the last year, school staff, with the support of the governing body, has acted to improve standards in English and mathematics. The impact of these measures is now beginning to be seen in pupils' current work, although there is still more to do. Nonetheless, the good leadership of these initiatives by senior

staff, and the positive response of teachers, shows the school has a good capacity to further improve.

What the school should do to improve further

- Raise attainment in all areas of writing.
- Improve the quality of teaching in Key Stages 1 and 2, providing all pupils with consistently challenging work so that they achieve well.
- Ensure that pupils clearly understand how well they are doing in their work and what to do next to improve.

Achievement and standards

Grade: 3

The achievement of all groups of pupils is satisfactory from entry to the end of Key Stage 2. Children make good progress across the Foundation Stage. This is because of the excellent teaching in the Nursery and good teaching in Reception, based on a sharp understanding of children's needs.

Standards have been rising in Years 1 to 6, as shown by national tests and assessments. The school has met the targets it has set. Although achievement is satisfactory, pupils do not progress more quickly because the work they are given is not consistently challenging and they are not given specific enough guidance on how to improve. However, recent successful efforts to improve the teaching of English and mathematics are promoting more consistent progress in Years 3 to 6. For example, pupils who had fallen behind midway through this time have caught up and are beginning to forge ahead. Also, there is some higher quality extended writing evident, as pupils are applying new techniques to their work.

Personal development and well-being

Grade: 2

Pupils are happy and make a good contribution to the positive atmosphere in school. Their behaviour is good and they are polite and courteous. Pupils are very confident to talk about and tackle any bullying and say it has considerably reduced. Their social skills come on quickly, so that even the youngest children learn the pleasure of working and playing together. In Years 3 to 6, they use these skills to make good use of time and to work increasingly independently and to collaborate productively in groups. Despite considerable efforts to improve it, attendance remains at the national average, largely because some parents take their children on holidays in term time.

The school council, 'FAB Friends' and duties around the school all encourage pupils to take responsibility for one another and their community. They show a good degree of concern towards others, reaching out towards the local and wider community. From an early age, pupils learn to reflect on the wonder of nature and the wider world. As a result, they become appreciative and thoughtful, and acquire a good understanding

of other cultures. The confidence gained in working together and their sound basic skills, prepares pupils satisfactorily for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Classrooms are well organised and welcoming, with imaginative use of space. Teachers make their expectations for work and behaviour clear and pupils respond well to established routines. As a result, relationships are good. Lessons are usually engaging because teachers make good use of their knowledge and interests. The tasks set for pupils of differing ability are generally appropriate, although activities do not always stretch pupils sufficiently, particularly those of higher ability. Discussion is often used to stimulate pupils' ideas, but teachers do not involve quiet or inattentive pupils enough. Pupils cooperate well in pair and group work. Some, however, are better at talking about things than at getting written work done. This slows the pace of learning. Teaching assistants are skilled at providing additional support for pupils with learning difficulties or those falling behind.

Regular assessment allows teachers to check pupils' progress and see where additional support is needed. Across the school, however, the frequency and helpfulness of marking is inconsistent. Vague praise is too readily given. Pupils have a sound understanding of what they should be aiming for but too many targets for improvement are not specific enough.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has several good features. It adequately meets the needs of pupils. However, the school recognises that the provision for gifted and talented pupils is restricted in scope, as their needs currently are not systematically identified. Where these pupils are known to teachers, they receive work matched to their capabilities.

An emphasis on personal development, including good provision for physical education, effectively promotes pupils understanding of how to live healthily, and how to keep safe. Enrichment is good, as a wide range of interesting visits and visitors is used to encourage learning. There is also a good programme of clubs and sports outside normal lessons. Pupils are given satisfactory opportunities to practise key skills and to use computers to extend learning, but the extent of this varies. The curriculum is mainly taught as separate subjects. Subsequently, there are few creative links made to promote pupils' understanding of how their skills can be used to support their learning in all areas of their work.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. However, the guidance pupils' receive on how to improve their work is only satisfactory. There are common systems for checking pupils' progress across the school, but they are not used consistently to ensure good achievement.

The school is very successful in making pupils feel valued and safe. The imaginative 'FAB Friends' initiative is exemplary. It has been a major factor in helping pupils realise the importance of friendship and in reducing bullying. The ready availability of fresh fruit and water and the stress on organised physical activity, demonstrates the school's concern for children's health. There are thorough safeguarding procedures. Parents receive good information about their child's progress. Families are well known and those needing extra help are very well supported. The highly effective learning mentor is a key figure in helping pupils overcome any personal difficulties. Close liaison with external agencies ensures that pupils with specific learning needs get prompt attention.

Leadership and management

Grade: 3

Strengths within the overall satisfactory leadership and management are the commitment of the staff to the success of the school and the good links with the community. Self-evaluation is satisfactory. The school has sound systems for checking its provision which involve many staff. However, a lack of rigour has led to inflated evaluations of aspects of its performance. Nonetheless, the school recognises the need to improve standards and is beginning to raise its sights to set more challenging whole-school targets for performance in national tests. In the past year, it has acted with determination to try to bring about improvements in English and mathematics, with evidence of some success.

The addition of the Foundation Stage manager to the leadership team has strengthened its expertise. Governors have a good first hand knowledge of the school and have contributed well to the effective management of a tight budget. Recently, they have begun to focus their attention on how to strengthen the school's academic performance, an area of relative weakness in their work in the past.

Good links with external agencies, school networks and parents have been established, which are used beneficially. For example, the school has energetically sought out good practice from other schools to help it improve the teaching of literacy. It is increasingly taking into account the views of parents and pupils to identify priorities for improvement. The successful 'FAB Friends' initiative arose directly from their concerns.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
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?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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	3
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?	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 us when we recently visited your school. We enjoyed our discussions, which were very helpful.

These are the good things we found out about your school which provides you with a satisfactory education:

- the youngest children do very well in the Nursery and in Reception
- you work hard in lessons and mostly reach the targets the school sets for you
- the school helps you well to grow up to be mature young people
- you are friendly and helpful to each other and to adults
- you clearly enjoy school and know how to keep healthy and stay fit
- you behave safely around school
- the staff really care for you and are always on hand to help
- 'FAB' friends and the learning mentor do a really good job
- the headteacher, staff and governors are working hard to improve your education.

To help you even more we have asked your school to:

- help you improve your writing, but you will have to try hard to do this;
- find ways to make teaching and learning good in all lessons and setting you higher challenges so that you can do as well as possible;
- improve how it helps you understand how to reach the next level in your work.