



Calverley Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 107996
Local Authority Leeds
Inspection number 287988
Inspection dates 29–30 November 2006
Reporting inspector Philip Cole

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

Type of school	Primary	School address	Towngate
School category	Voluntary controlled		Calverley, Pudsey
Age range of pupils	4–11		West Yorkshire LS28 5NF
Gender of pupils	Mixed	Telephone number	0113 2146101
Number on roll (school)	252	Fax number	0113 2146102
Appropriate authority	The governing body	Chair	Mr D Burt
		Headteacher	Mrs Judith Putsman
Date of previous school inspection	10 March 2003		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Calverley is an average sized primary school that mainly serves a village on the edge of the Leeds and Bradford conurbation. Almost all the pupils are of White British heritage: a few pupils are from a variety of ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is similar to that in schools across the country. Very few pupils are entitled to free school meals and movement in and out of the school 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: 3

Calverley is a satisfactory school with a strong caring ethos that successfully promotes pupils' personal development. It is a school that is undergoing changes that are transforming its culture, and enabling pupils, parents and staff to be increasingly involved in shaping its future. This is reflected in the work of the school council, parent forums and the increased responsibility that teachers have for developing the areas they lead. Pupils' personal development is good because of the well developed programmes that successfully encourage very good behaviour, caring relationships, a sense of community and good understanding of healthy living.

Children enter the Reception class with attainment that varies each year between the expected level and above. They make good progress as a result of the skilful support and the well planned programmes that have been introduced over the last two years. By the end of Key Stage 1, standards are in line with national averages and pupils' achievement is satisfactory overall. Lower- attaining and average-attaining pupils make good progress but higher-attaining pupils are insufficiently challenged to achieve as well as they could. At Key Stage 2, standards are above average and pupils' achievement is satisfactory. Too often the more able pupils, particularly girls, do not reach the higher levels in mathematics and science. The main reason why higher-attaining pupils do not make as much progress as they should is because teachers regularly fail to provide work that challenges them. There is also a lack of consistency in making clear to pupils what they need to do to make their work better and to take the next step in their learning.

Learning is made relevant and interesting by the effective links between subjects and the wide range of exciting visits and interesting visitors to school. Very good provision is made for music. As a result, standards in singing and the playing of instruments are often high and parents and members of the community enjoy the pupils' performances.

The headteacher has successfully widened participation of staff in leadership and management and increased pupils' and parents' involvement in the life of the school. Appropriate systems have been put in place for finding out how well the school is performing and for keeping an eye on the progress pupils are making. Many of these developments have happened over the last two years. The school's self-evaluation is too generous because some changes are not yet embedded or as effective as they could be and not enough has been done to make sure there is consistency across the school. Progress since the last inspection, although satisfactory, has been patchy. The shared vision of governors, headteacher and staff means there is strong desire to succeed. Their assessment systems show that the excellent improvement in English is spreading to mathematics and science, confirming their good capacity to sustain improvement. Value for money is satisfactory.

What the school should do to improve further

- Raise standards in mathematics and science to an above average level.
- Ensure that higher-attaining pupils, and girls in particular, achieve high levels.

- Improve teaching to ensure that lessons consistently meet the needs of different groups.

Achievement and standards

Grade: 3

Standards are above national averages mainly because of excellent performance in English and the higher than usual attainment of boys. Standards are high in English where targets have been exceeded and are average in mathematics, where targets were not reached. Standards are average in science. Boys achieve well. Girls attain extremely well in English but their standards are only average in mathematics and science because so few of them reach the higher levels. While achievement of many girls is satisfactory, the achievement of higher-attaining girls is not. The difference in the attainment of girls and boys is seen across Key Stages 1 and 2. Pupils with learning difficulties and/or disabilities achieve well, with most reaching expected levels for their age. The progress made by children in the Foundation Stage is good across all areas except for physical development where weaknesses in the provision hold them back.

Personal development and well-being

Grade: 2

Pupils are proud of their school and enjoy being there. This is reflected in the above average attendance. They behave well and are sensible. This is particularly evident when they negotiate the many stairways in school. Pupils' attitudes to school are good and they are friendly and polite. They are usually very attentive, keen to learn and are often excited about what they are doing; for example, when taking part in practical science work. Their good behaviour and positive attitudes actively support their learning.

Pupils' spiritual, moral, social and cultural development is good. They express their feelings thoughtfully, for example, when responding to poetry, and respect and value others whatever their background. Pupils eagerly accept responsibilities and discharge them effectively, whether as council members, buddies or peer mediators. They understand the need to be safe and healthy and enjoy the vegetables on offer as snacks.

Quality of provision

Teaching and learning

Grade: 3

Pupils work purposefully because teachers expect them to behave well and make clear to them what they will be learning. Very effective use is made of interactive whiteboards to develop ideas and to engage pupils' interest. Teachers insist on the correct use of

technical language and this is successfully promoting knowledge and understanding. Teaching assistants skilfully enable pupils with learning difficulties and/or disabilities to be fully involved in lessons and to make as much progress as they can. However, most teachers do not provide the more able pupils with sufficient challenge and not enough is demanded from the girls, who are often quiet and passive in lessons. Although some marking includes comments on how pupils can make their work better, most is just supportive and opportunities are missed to move pupils on. This is particularly the case for higher attaining pupils.

Curriculum and other activities

Grade: 3

The satisfactory curriculum places an appropriate emphasis on the acquisition of key skills. Very good improvement has been made to the arrangements for English and this is paying dividends in the standards now being reached. Enrichment and enjoyment is provided by a good range of well chosen visits, visitors and theme weeks. Some effective links have been made between subjects, such as literacy and science, which make learning more efficient and relevant. Not enough is done, however, to meet the needs of higher-attaining pupils and those who are gifted or talented. Many pupils enjoy the wide range of sporting and other clubs on offer and benefit from the links with the local sports college. The curriculum is satisfactory in the Foundation Stage, although there is no suitable space available to provide outdoor activities. This is limiting children's physical development.

Care, guidance and support

Grade: 2

The school works very hard to ensure that pupils are safe and their pastoral needs are met. Pupils enjoy good relationships with adults and are confident to share any concerns they have with them. When problems occur solutions are soon found, involving parents when appropriate. The learning mentor plays a valuable role in ensuring that the more vulnerable pupils are guided and supported well. Academic guidance for pupils is based on effective tracking and assessment but is too variable in its application. In some classes pupils have little idea about what they need to do to take the next steps in their learning, while in others they can clearly say what is needed. The guidance and support for those with learning difficulties and/or disabilities is good.

Leadership and management

Grade: 3

The headteacher has successfully created a climate that is embracing change and involves all who have a stake in the school. Staff are confident to join in professional discussions and are increasingly taking on responsibility for ensuring that pupils' learning is effective. Many developments have been put in place over the last two years. They include a robust assessment system and strategies to monitor and evaluate the school's effectiveness which are providing valuable information to identify what

needs to be done to make things better and actions being taken to tackle weaknesses. However, leaders have not ensured that strategies have been consistently implemented, for example, to provide tasks in lessons that are matched to different groups' needs and to give pupils learning targets. As a result, their potential benefits for learners have not been fully realised. Governors have a sound understanding of the school's strengths and weaknesses and satisfactorily hold it to account.

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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	2
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	2

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	2
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	2

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

My colleagues and I really enjoyed our visit. We found your school to be satisfactory in what it does to help you learn and that the governors, headteacher, teachers and their helpers are working hard to make it better.

We are glad that you enjoy school and that you get on so well with each other and the grown-ups who work in the school. You do some excellent work in English and many of you sing and play musical instruments very well.

Although many of you are working satisfactorily in mathematics and science we think the school can do more to help you to do better. We think that those of you who are already quite good at these subjects, particularly some of the girls, can be helped to become very good.

You are given many interesting things to do in lessons, go on some exciting visits and have lots of different activities you can join in after school. It is no wonder that you enjoy school so much! The grown-ups in school look after you well. It does not surprise us that you feel you can go to them if you have worries. We think that the school works well with your parents to sort out any problems you might have.

Your parents are glad you come to this school and we are sure that you will continue to be happy there.