



Leeside Community Primary School

Inspection Report

Unique Reference Number 130350
Local Authority Kirklees
Inspection number 293633
Inspection dates 13–14 November 2006
Reporting inspector Terry McDermott

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

Type of school	Primary	School address	Leeds Old Road
School category	Community		Heckmondwike
Age range of pupils	3–11		West Yorkshire WF16 9BB
Gender of pupils	Mixed	Telephone number	01924 326708
Number on roll (school)	222	Fax number	01924 326710
Appropriate authority	The governing body	Chair	Ms Frances Gee
		Headteacher	Mrs L Shelton
Date of previous school inspection	3 February 2003		

Age group	Inspection dates	Inspection number
3–11	13–14 November 2006	293633

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size primary school which serves an area of social and economic disadvantage. Almost all pupils are from a white, English speaking background. Very few pupils speak other languages at home. The number of pupils with statements of special educational need is more than double the national average. The proportion of pupils with learning difficulties and/or disabilities is above average. An average number of pupils enter or leave the school during term time. The school holds the Investors in People Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Leaside is a satisfactory and improving school, where pupils enjoy being in lessons. School self-evaluations are accurate. The school gives satisfactory value for money.

Pupils enter the school with below average standards and they make satisfactory progress because teaching and learning are satisfactory. Pupils leave at the end of Year 6 with below average standards. Achievement is satisfactory. Inspection findings indicate that recent progress in mathematics is good and progress in English is improving. The school provides a satisfactory education for its pupils, both in the Foundation Stage and in Years 1 to 6. Achievement is satisfactory because teaching is inconsistent throughout the school, and this inconsistency slows progress. Much teaching is good but sometimes teachers' expectations, particularly of more able pupils are not high enough. Monitoring of teaching is regular and detailed but does not evaluate with sufficient rigour the quality of learning to improve pupils' achievement.

Pupils like being in school, they behave well and act responsibly. Their personal development and well-being, including their spiritual, moral, social and cultural development, is good. This is a direct result of the good care and support that the school provides. Those pupils who have difficulties controlling their behaviour are supported particularly well. Pupils are polite and helpful, with each other and with visitors. They say that they feel secure and that there is always someone to turn to when need arises. They understand about the benefits regular exercise brings and are assertive, particularly with visitors, about eating a balanced diet!

The curriculum is satisfactory overall, though the provision for mathematics is good. In this subject the work set is consistently interesting, relevant and challenging. Pupils' books show clear progress over time. The recent initiative in mathematics is clearly having an energizing effect. Similar but more recent developments in English, and in cross curricular information and communication technology (ICT), are showing good early progress, but have yet to demonstrate their full effects. The school gathers reliable data on the performance of pupils, but does not yet use the information effectively enough to ensure that the curriculum helps pupils to learn as well as they can. Pupils with learning difficulties and/or disabilities, and those with special talents, make good overall progress because they have extra help.

Leadership and management of the school are satisfactory. The headteacher has a clear view of the school's main strengths and weaknesses, because monitoring of the school's overall performance is accurate, and the school reliably tracks the progress pupils are making. Evaluation is less secure because effective ways to improve standards and achievement have not always been implemented quickly enough. However, aspects of good practice are now being spread in a systematic and measured way in order to improve and secure the quality of teaching and learning in English, science and ICT. The impact of recent initiatives in mathematics is already bearing fruit as evidenced by the improved mathematics results in 2006. Consequently, coupled with the satisfactory improvement since the last inspection, the school's capacity to improve further is good.

What the school should do to improve further

- Provide more opportunities to challenge more able pupils.
- Improve the consistency of teaching and learning throughout the school.
- Ensure that leaders tackle identified weaknesses with more rigour and speed.

Achievement and standards

Grade: 3

Pupils enter the school with standards that are below average, particularly in communication, language and literacy. They make steady progress in the Foundation Stage, where good resources support their learning. Progress remains satisfactory in Years 1 to 6, where teaching leads to adequate learning. In 2005, pupils left school with standards below average in English, mathematics and science. For these pupils that represents satisfactory achievement. In 2006, and from a lower starting point, pupils did much better and improved on these results, significantly so in mathematics. Pupils with learning difficulties and/or disabilities make good progress because of the effective help they have with their work. The school usually meets, and has recently exceeded, its realistic statutory targets.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school although, despite the school's best efforts to improve them, attendance rates are a little below the national average. Throughout the school pupils behave well and are keen to learn. They are attentive to their teachers and proud of their school. Pupils concentrate well. They keep themselves safe, play together well and are polite and friendly. Pupils say there is some bullying, but it is dealt with quickly.

Pupils' spiritual, moral, social and cultural development is good. They know right from wrong and express their feelings well, particularly when working together in small groups. They know that they are valued as individuals, they show pride in their achievement and value each other. School councillors are pleased to represent their peers, work eagerly at their tasks and discharge their responsibilities well. They are confident their ideas are considered by adults and are keen that their projects have a positive impact on school life.

Quality of provision

Teaching and learning

Grade: 3

Although teaching and learning are satisfactory overall there are more elements of good practice in Key Stage 2, where the pace and purpose of lessons promotes effective learning more consistently than in Key Stage 1. Most pupils show positive attitudes

to learning and work well independently when given the opportunity. Teaching is monitored frequently, but with insufficient focus on its impact on pupils' learning.

Relationships between teachers and pupils are good. Pupils respond well to teachers' high expectations of behaviour both in the classroom and around school. However, the same level of expectation is not found in relation to pupils' academic work and more able pupils in particular are not always given a sufficient level of challenge in their work. A wide variety of activities are being developed for pupils in the Foundation Stage and this enables young children to make appropriate progress in their learning.

The school has developed satisfactory procedures for checking how well pupils are doing. Good examples of marking, for example, in Year 2, show children what they are doing well and tell them how they can improve their work. This is not yet undertaken consistently throughout the school.

Curriculum and other activities

Grade: 3

The curriculum meets national requirements. Overall, it is appropriately matched to the needs of most pupils, although there are not enough activities to challenge more able pupils. The school has correctly identified pupils' basic skills as the focus for significant development. As a result, improvement in pupils' work in mathematics has been achieved. Whilst improvement in writing can also be seen, more needs to be undertaken in this area. Pupils' use of ICT is currently improving. The introduction of a new computer suite has led to significantly increased use of ICT seen, for example, in the artwork displayed around the school.

The curriculum is enriched by an appropriate number of extra-curricular activities and by promoting visits outside school. A strong programme of personal, social and health education encourages pupils to value the beliefs of others and to have the confidence to express their own views politely. Pupils speak excitedly about residential visits to Kettlewell. They are encouraged to develop their linguistic skills by the introduction of modern foreign languages and they are also active and successful in the promotion of healthy lifestyles.

Care, guidance and support

Grade: 2

The care given to the pupils is good overall. A high priority is placed on ensuring pupils' care and welfare. Substantial time is spent in contact with agencies that provide extra support. The school works hard to ensure that pupils and staff feel safe and happy. Child protection procedures are appropriate and pupils say they have adults in school they feel comfortable to talk to. Academic guidance is satisfactory. Detailed and reliable records are kept to track the progress made by individual pupils. However, the targets set for more able pupils are not challenging enough. The support offered to the pupils is good. Pupils are well supported as they move through the different stages of education and they are given good help outside the school day, for example, through after school clubs and subject booster classes. Pupils with learning difficulties and/or

disabilities are very well supported and this enables them to make good progress in relation to their prior attainment.

Leadership and management

Grade: 3

Senior leaders have an accurate picture of the strengths and weaknesses of the school. They know the areas which need improvement but have only recently taken appropriate and well founded actions to tackle these. For example, the school has recently placed emphasis on improving pupils' writing. Though standards are now showing signs of rising, the actions taken have not yet had sufficient time to prove their full effectiveness. The senior leadership team and the teaching staff have undergone significant recent change. During this period of change, the monitoring and evaluation that had developed in response to the previous inspection became less rigorous. The school is now refocusing on this issue. Well established tracking systems effectively measure the progress made by individual pupils and can accurately identify pupils who would benefit from additional support. However, this system has only recently begun to be used effectively to ensure that teaching is properly targeted on the learning needs of all pupils. The impact is clearly evident in mathematics, but less so in other areas. Governance is satisfactory. Governors are very supportive of the school and visit on a regular basis. They ensure that the school meets statutory requirements and are becoming more challenging about the school's performance.

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	3
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	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	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	3
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

Thank you for being so pleasant, polite and helpful to us when we visited your school recently. We enjoyed talking to you, especially when you told us how proud you are of your school.

I am writing to let you know what we found out about your school.

We think that Leaside is a satisfactory school which is getting better because it has now got the right ingredients in place to help you learn really well in what adults call the core subjects, and which you know as English, mathematics, science and ICT.

We think that all the adults look after you really well and try their best to keep you safe and secure. You told us that as well, so we must be right!

We also found out some things which we think the school could do better and which would help you to learn even more than you do now. We feel that:

- your teachers should make sure that all the tasks they set directly help you to improve what you know and what you can do and really stretch you to do absolutely as well as you can
- those adults who are the leaders in the school must check much more closely and quickly things that aren't working so well so that they are quickly changed and improved.

For these things to work, you can also play a part. You must come to school as often as you can, you must continue to work hard in lessons and you must always strive to do your very best.

Thank you all for being so polite and friendly to us and may we wish you all good luck for the future.