

Lower Wortley Primary School

Inspection report

Unique Reference Number	107972
Local Authority	Leeds
Inspection number	309555
Inspection dates	11–12 June 2008
Reporting inspector	Don Mason

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	339
Appropriate authority	The governing body
Chair	
Headteacher	Mrs B Giles
Date of previous school inspection	9 February 2004
School address	Lower Wortley Road Leeds West Yorkshire LS12 4PX
Telephone number	0113 386 2530
Fax number	0113 231 9982

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The great majority of pupils are of White British heritage. Although the proportion of pupils entitled to free school meals is a little below average, the pupils come from a wide variety of social and economic backgrounds. The proportion of pupils with learning difficulties and/or disabilities 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

This is a satisfactory and improving school. It has some good features. Children get off to a good start in the Foundation Stage. By the end of Year 6, standards in English, mathematics and science are broadly average. This represents satisfactory progress from pupils' relative starting points in Year 1. The school enjoys the wholehearted support of its parents. Pupils speak highly of the school making such comments as, 'teachers give you all sorts of interesting things to do'.

The pupils' good personal development is reflected in their positive attitudes to school life, their outstanding behaviour and obvious delight in their education. The exemplary care and support they receive and initiatives such as the 'worry box', where pupils can express their concerns confidentially, ensure that they feel safe and secure. They know that someone will help them if a problem occurs. The good advice pupils now receive about their achievements and next steps in learning is helping them to improve their progress in lessons. Pupils make a good contribution to the community. Older pupils, for example, take on a range of responsibilities such as lunchtime helpers, road safety officers, team leaders and 'champions' or 'angels' who read, write and play mathematical games with the younger pupils.

Whilst teaching is satisfactory overall, staff's efforts to improve its quality are evident. Increasingly, teaching and learning have good features, and are impacting positively on pupils' achievement. This improvement has yet to show fully in improved standards, and in the results in national tests. The good curriculum is providing an effective foundation upon which the school is building stronger learning opportunities for all of its pupils.

The school has comprehensive systems in place to check the progress of individual pupils. This is now being used more successfully. Those with learning difficulties and/or disabilities make good progress because their needs are quickly identified and effective support provided. The progress made by more able pupils has improved because they have been presented with more challenging work. The school has been slightly less successful, however, in challenging the large group of middle ability pupils. The need for this had not been focused on sufficiently in the past because, despite the large amount of assessment information, the school did not use it sharply enough to provide them with a clear picture of the progress made in each year group. This situation has been remedied. Senior leaders use the information to check the impact of improvements in meeting challenging targets for pupils' achievement. Consequently, leadership and management are now good and becoming increasingly effective. The improved assessment arrangements and evidence of pupils' accelerating progress in writing and mathematics demonstrate the school's good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Parents speak highly of the Foundation Stage, a typical comment being, 'My child is always talking about the interesting things learnt and clearly enjoys school very much.' This is because the enthusiastic and imaginative teaching meets children's needs well and ensures that they enjoy learning. A good mix of exciting adult-led and self-chosen activities, indoors and out, promotes the children's learning and personal development well. For example, in the Nursery outside classroom, children benefit from a good range of facilities such as the 'reading shelter' where they choose books to look at. Thoughtful questioning of the children allows the teachers

to check children's progress and modify activities to provide a good level of challenge. Very good use is made of adult support. For example, children visit the well-equipped 'travel agency' where skilful questioning by the teaching assistant develops the children's speaking and listening and enhances their learning in a number of other areas. As a result of the good teaching and exciting curriculum, children make good progress from their mostly below average starting points. They enter Year 1 at broadly expected levels, well prepared for the next stage in their education. Teachers in Key Stage 1 work closely with the Foundation Stage so that the transition is seamless. The success of the Foundation Stage is due to the good leadership, close integration with the rest of the school and strong links with parents.

What the school should do to improve further

- Raise standards in English, mathematics and science by the end of Year 6.
- Improve achievement, especially that of the middle ability pupils.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils mostly enter Year 1 at broadly expected levels. They make satisfactory progress through school and standards remain broadly average at the end of Year 6, although the overall picture is strengthening. In 2007, standards in English recovered from a dip the previous year. They are showing further improvement this year because of the increased proportion of pupils writing at higher levels. An emphasis on carefully planned problem solving is helping to improve pupils' achievement in mathematics. Although satisfactory overall, the amount of progress pupils make in lessons is improving. This is as a result of improved teaching, which provides more challenging work for most pupils. This has also helped the more able pupils to reach higher standards. Pupils with learning difficulties and/or disabilities make good progress because their needs are met well.

Personal development and well-being

Grade: 2

Pupils speak with great pride and enthusiasm about their school expressing appreciation for the opportunities available to them. Some families find it necessary to take holidays during term-time which results in pupils' attendance overall that is satisfactory. However, a good number attend very well and thoroughly enjoy everything the school provides for them. The pupils' good understanding of healthy lifestyles is acknowledged by the school's receipt of the local authority's Healthy Schools Advanced Award. Pupils particularly enjoy the new menus on offer at lunchtime and know how to make healthy choices. They understand the importance of exercise and make the most of the sports opportunities the school provides. Work on road safety and cycling proficiency helps to enhance pupils' good understanding of how to keep themselves safe. Pupils' good spiritual, moral, social and cultural awareness is enhanced, for example, by in-depth work on the topic, 'Living in a Diverse World'. Their good levels of self-confidence and sound basic skills provide pupils with a satisfactory but improving preparation for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

In the past, teaching has sought to ensure that pupils make at least expected progress and to this end, has focused on the needs of less able pupils, sometimes at the expense of others, especially the large middle ability group. Teaching, though satisfactory overall, is now increasingly effective in ensuring that work matches the learning needs of pupils of all abilities, although more is still to be done. Teaching uses a wide range of strategies to maintain pupils' interests and concentration. As a result, pupils are becoming enthusiastic writers and mathematical problem solvers. As the work becomes more challenging, pupils are encouraged to persevere. They are confident in asking for help and say that teachers, 'keep on and on helping you until you understand'. The use of homework has improved since the previous inspection. Pupils are set interesting work to complete at home and this helps them meet their targets.

Curriculum and other activities

Grade: 2

The curriculum is increasingly providing a firm foundation for pupils' learning. A particular strength is the way in which links are made between subjects. For example, history and writing were linked very well in Years 3 and 4 when visitors shared their wartime experiences and pupils wrote notes in preparation for their next piece of extended writing. In Years 5 and 6, pupils studying animation linked art and design with their use of computers. The computers are in constant use and add much to pupils' enjoyment and interest in learning. This is an improvement since the previous inspection. Less able pupils are well catered for and the most able are now provided with good challenge. The curriculum promotes pupils' personal development well and develops their good understanding of healthy lifestyles. Pupils are appreciative of the after-school activities and the wide range of visits, visitors and cultural activities which enrich lessons.

Care, guidance and support

Grade: 1

Pastoral support is excellent and staff have a high level of commitment to the well-being of pupils. A highly effective policy on behaviour and the very good management of pupils who exhibit challenging behaviour ensure that all pupils behave extremely responsibly. Policies and procedures to combat racism and bullying and to promote pupils' safety and well-being are securely in place. Vulnerable pupils and those with learning difficulties and/or disabilities are identified and supported very well. As a result, they make good progress. The school has close links with several outside agencies, including the local authority's behaviour support team and speech and language therapists, to aid pupils' well-being. Through the effective use of targets and helpful marking, pupils are now given good advice about how to improve their work, especially in writing. This is enabling them to achieve greater success in reaching their teachers' higher expectations in lessons. An effective homework policy and good information provided by means of newsletters and an interesting and attractive website help parents to play an active part in their children's education.

Leadership and management

Grade: 2

The good day-to-day management provided by the headteacher helps to create a happy school with a calm, purposeful atmosphere. The adults in school work well together as a team and staff morale is high. In the last year the school has raised successfully its expectations of what pupils can achieve and more challenging targets to raise standards, have been set. This is beginning to pay off in improvements in pupils' achievement and standards, and in teaching, but more is still needed. Senior leaders have a clear understanding of the school's strengths and weaknesses and a detailed plan of action, to bring about improvements. They are becoming increasingly effective. For example, they are making good use of the new summary assessment information to check pupils' progress towards achieving their targets and to measure the success of their teaching on pupils' achievement. Subject leaders provide effective support for colleagues in a variety of ways. They are enthusiastic and have clear plans for future developments. Governors are proud of the school and are beginning to use the improved assessment information to become more effective in checking progress in achievement and standards.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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?	2
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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

Inspection of Lower Wortley Primary School, Leeds, LS12 4PX

My colleagues and I really enjoyed our visit to your school. Thank you for being so helpful and friendly. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. Whilst your school provides you with a satisfactory education, there are some real strengths.

Things we found out about your school.

- You make satisfactory progress in your work and standards at the end of Year 6 are average.
- You behave extremely well in school and thoroughly enjoy your lessons.
- You are beginning to make faster progress because the teachers are giving you harder and more interesting work.
- You are proud of your school and the many after-school activities, productions and special events which the teachers provide for you.
- You get on very well with the adults in school and they take exceptionally good care of you.
- The headteacher and the staff are working well together as a team and making changes which are helping you to make better progress.

What I have asked the school to do now.

- Make sure that the standards you reach in English, mathematics and science improve.
- Ensure you all make as much progress as you are capable of.

You can help your teachers by continuing to persevere when you find work challenging and take advantage of all the opportunities offered by the school. I wish you all the very best of luck for the future.