

St Chad's Church of England Primary School

Inspection report

Unique Reference Number	108006
Local Authority	Leeds
Inspection number	309566
Inspection date	12 June 2008
Reporting inspector	Dee Brigstock

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	239
Appropriate authority	The governing body
Chair	Mrs Jenny Willison
Headteacher	Mrs Sue Loye
Date of previous school inspection	18 April 2005
School address	Northolme Avenue Leeds West Yorkshire LS16 5QR
Telephone number	0113 214 4519
Fax number	0113 214 4629

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: current achievement and standards; pupils' spiritual and cultural development; and the impact on pupils' achievement after the restructuring of the leadership and management team. Evidence was gathered from visiting lessons, discussions with pupils, staff and governors, looking at pupils' work and analysing the school's tracking system to assess pupils' current progress. School documents and parental questionnaires were analysed. Some aspects of the school's work were not investigated in detail, but the inspector found that the school was outstanding in several aspects, rather than good as the self-evaluation form suggested.

Description of the school

St Chad's Church of England Primary is an average sized school in an advantaged area of Leeds but it serves a wider community with a range of socio-economic backgrounds. The majority of pupils are White British, but, since the last inspection, the proportion of pupils from minority ethnic backgrounds (26%) has risen to be well above average. The proportion of pupils who are at an early stage of learning to speak English is just above average. The proportion of pupils with learning difficulties and/or disabilities is below average. There is a small number of pupils in the care of the local authority and also a small number of refugees and/or asylum seekers. The school has the Healthy School, Investors in Pupils and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It provides excellent value for money. The care, guidance and support that the school gives its pupils result in their first-rate personal development and well-being. All safeguarding procedures meet current requirements. Pupils' behaviour, their spiritual, moral, social and cultural development, enjoyment of learning and understanding of how to stay fit and healthy are outstanding. As pupils move through the school they flourish and grow into mature, thoughtful members of the school community. Older pupils take great pride in their roles as monitors and play-leaders (fitbods). They organise and oversee a wide range of play-time activities extremely well. The school council is adamant that bullying is not tolerated in any form and that the school is a happy, calm and friendly place of learning. Parents are overwhelmingly supportive of the school, some remarking on how well their children were welcomed into school as new arrivals. Attendance is satisfactory. Despite leaders' best efforts, some parents insist on taking their children on holiday in term time. The school works in highly productive partnerships with the local community, for example, with local places of worship and colleges: these colleges provide additional expertise in teaching sports.

Since the previous inspection, more pupils have been admitted from different minority ethnic backgrounds. Several of these pupils are at an early stage of learning to speak English. The school, through its provision of additional help and deployment of teaching assistants, has adapted extremely well to this change and has maintained well above average standards in English and mathematics and above average standards in science in Key Stage 2. This demonstrates the school's excellent capacity to improve.

Pupils' achievement over time is outstanding. Children begin in the Nursery with skills that are broadly in line with expectations for their age although several of them now have underdeveloped skills in English language. On entry, this group of children does not meet the age related expectations in communication, language and literacy and in using mathematical language. However, most children do. Overall pupils' achievement is outstanding. This is because progress is consistently good in the Foundation Stage where children benefit from an excellent curriculum. It is good in Key Stage 1 and outstanding in Key Stage 2. No pupils underachieve. Pupils with learning difficulties and/or disabilities and those at an early stage of learning to speak English outperform similar groups of pupils nationally. By the end of Key Stage 1, standards are above average in reading, writing and mathematics. They were well above average in 2007. Progress in Key Stage 2 was outstanding in 2007, when standards were well above average. Currently, pupils are attaining above average standards. Their achievement from a lower starting point is outstanding. In science, fewer pupils than expected make outstanding progress because they do not consistently build upon their investigative skills from one year to the next. This is the reason why the curriculum is good rather than outstanding. However, the curriculum is adapted extremely well to help all groups of pupils to learn. There is an excellent range of extra-curricular activities, which have a large take up. In addition, pupils experience a significantly wide range of visitors and visits to enhance their first hand learning.

Teaching and pupils' learning is outstanding because teachers' and leaders' use of assessment to plan relevant work is accurate. The assessment system is used to pinpoint when pupils are at risk of not meeting their targets, or have achieved them early. Teachers then provide either extra work to help them catch up, or additional learning opportunities for the most capable pupils. This was summed up neatly by a member of the school council who said, 'The progress is pretty good. On Monday, children can't do something and by Friday they generally can.'

Children who can do (something) by Tuesday get challenged on Wednesday.' They also appreciate teachers' strengths and different teaching styles. Pupils comment, 'In every lesson there is something physical to do, like using the smartboard or hot seating. We're not just sitting writing.' Inspirational teaching is exemplified by teachers' focus on what pupils need to do next to improve further and through their class management skills which provide attractive, calm learning environments in each classroom.

Outstanding leadership and management are behind pupils' achievement. The headteacher and deputy headteacher, ably supported by senior staff, and in partnership with an active governing body, decides on the priorities to achieve each year. These translate into individual targets for staff to meet. Additional professional development is provided externally and internally to aid staff to meet their targets. The headteacher and governors have constructed new leadership teams and these share a strong sense of purpose and an unswerving commitment to raising pupils' achievement further, for example, in music. One of the senior managers, a Nursery nurse, now leads the entire team of teaching assistants. This has resulted in this group having a voice in the decision making process and a greater sense of ownership of pupils' learning. The school's evaluation of its work is overly modest. It has graded itself as good rather than outstanding in most elements of its work. This typifies leaders' strong belief that their work can always improve further. Governance has improved markedly since the previous inspection. Individual governors are very committed to the school, spend time visiting classes, teachers and pupils and are fully involved in planning future developments. They know how good the school is and what it needs to do to improve further

Effectiveness of the Foundation Stage

Grade: 1

Learning in the Foundation Stage is outstanding. Although most children have skills expected for their age when they begin in the Nursery, an increasing proportion has little or no English. Through careful provision of extra help and very good modelling of language and social skills all children make consistently good progress in their learning, so that, when they are ready to begin in Year 1, most have reached the expectations for their age. There is an excellent balance between indoor and outdoor learning and between adult led and children's own independent learning activities. Children are presented with interesting and lively first hand learning experiences. For example, during the inspection, children studied fish from the fishmonger, comparing them to the live fish they had in their fish tank. This activity enhanced the acquisition of language skills very well.

What the school should do to improve further

- Increase opportunities for pupils to plan their own investigations in science.

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Annex A

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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of St Chad's Church of England Primary School, Leeds,
LS16 5QR

Thank you for talking to me when I visited your school recently. I really enjoyed my chat with the school council and wish I could have spent more time with them. They told me a great deal about your school and how well you are all doing. What is more, they did it very well indeed.

You go to an outstanding school. Your behaviour and the way you play and learn together is really impressive. I like your artwork, the extra clubs you enjoy after school and appreciate the fund-raising you do. I think you work and play hard and it shows in the high quality of your work. From the time you begin school to the time you leave, you make outstanding progress in your learning, especially in English and mathematics.

You are learning so well because the teaching is excellent. You have really good attitudes to your lessons and teachers. Your headteacher and other staff work hard to provide an excellent balance between play and work and this helps you relax and learn. The way teachers use the information they gather on what you can do and what you need to learn next is extremely helpful when they plan your lessons.

Your headteacher and governors already have good plans on how to make your school even better. I have asked them to do one more thing. It is to make sure that more of you plan and carry out your own investigations in science. You do not always have to come up with the 'right' answer!

You have all my best wishes for the future and I sincerely hope you stay as fit, positive and healthy as you are now.