

Valley View Community Primary School

Inspection report

Unique Reference Number	131111
Local Authority	Leeds
Inspection number	315722
Inspection dates	17–18 March 2008
Reporting inspector	Keith Bardon

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	5–11
Gender of pupils	Mixed
Number on roll	
School	129
Appropriate authority	The governing body
Chair	Mrs Judith Monaghan
Headteacher	Mrs Sarah Griggs
Date of previous school inspection	Not previously inspected
School address	Coal Hill Drive Rodley Leeds West Yorkshire LS13 1DD
Telephone number	0113 2146094
Fax number	0113 2561971

Age group	5-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Valley View is a small primary school serving the districts of Bramley and Rodley on the outskirts of Leeds. The social and economic indicators of the area in which most pupils live are a little below average. The school is relatively new, having opened in September 2006 following the closure of two local primary schools. Pupil numbers have yet to stabilise and in Year 3 are particularly low. With very few exceptions pupils are of White British heritage and none are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is average; none of these pupils has a statement of special educational need. The school has achieved the Healthy Schools and Sportsmark awards. Extensions to provision include parental support, adult learning and study support.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Determined and focused leadership has brought Valley View to its current position as a satisfactory and improving school. In the 18 months it has been open the school has become a valued and integral part of the local community. This is a significant achievement, which does considerable credit to all those involved. Pupils are happy at school because it has 'nice people who are friendly and helpful'. Parents are equally positive. 'We feel very lucky our child can attend such a school' and 'It is a school with a heart that extends into the community' are typical comments. From being in a poor state of repair the building has been transformed into a welcoming environment, which serves both pupils and the community well.

Now that they have settled into the school, pupils' attainment is starting to rise. Standards in Year 2 and Year 6 are similar to the national average and pupils' achievement is satisfactory. Year 6 pupils did not perform very well in the national mathematics tests last year. Pupils' achievement in this subject is variable and standards have further to rise to bring them at least in line with those in English and science. Across the school as a whole pupils' progress is satisfactory. Records of pupils' achievements are well structured and staff use them well. They have had to be built up from scratch and consequently contain limited data at present.

The quality of teaching and learning is satisfactory. Relationships in classrooms are very positive and pupils work hard. Teachers explain clearly what they expect pupils to learn and with carefully selected activities build pupils' learning in progressive steps. Most lessons have good elements but there are also inconsistencies, particularly in the way work is matched to pupils' individual needs and how well the pace of the learning is promoted. The curriculum is satisfactory and developing well as teachers move from a programme of individual subjects to one that constructively links them together.

The school takes good care of pupils and is sensitive to their personal needs. Pupils' academic progress is assessed regularly and the information acted upon. Strategies that enable pupils to assess for themselves how well they are progressing are at an early stage of development and not yet fully effective. Pupils' behaviour is good and attendance is above average. They get on well and readily help each other, with older pupils taking good care of the younger ones. Pupils of all ages have a strong appreciation of right and wrong and show a clear sense of responsibility to the school and wider communities. Pupils feel safe and secure in school, happy in the knowledge that they can readily approach staff with any concerns they may have. They have a good understanding of what constitutes a healthy lifestyle and many take regular exercise. Pupils mature into sensible and personable young people who are a pleasure to talk with. They acquire a satisfactory range of basic skills in preparation for the future.

Leadership and management are good and the school runs smoothly. Effective systems are in place to check the school's performance and the scope and quality of the information gathered is increasing. Priorities for improvement reflect the school's most pressing needs. The school is still relatively new and continuing to change, but leaders and managers have skilfully addressed issues which could have slowed its inception, and have it in a good position to prosper and grow in the future. Governors play a full and active part in managing the school and support its development well. The school gives satisfactory value for money.

Effectiveness of the Foundation Stage

Grade: 2

The quality of provision in the Foundation Stage is good. Before joining Valley View most children have had some pre-school experience but in a variety of settings. Good induction procedures ensure a smooth introduction to school. On entry to Reception children's knowledge and skills vary but are often a little below those typical of the age group. Teaching and learning are good. Carefully planned activities, closely matched to the needs of young learners, generate good progress. There is an appropriate balance between activities that children choose for themselves and those directed by teachers. By the end of Reception, children's attainment is broadly as expected for their age. Relationships in the classroom are happy and positive. Teachers take every opportunity to promote personal skills and children learn to share, work and play together well, help others and follow class routines. Teachers interact with children frequently and steer their language development carefully. This helps them to make good gains in communication and language. The Foundation Stage is managed well. Assessment procedures provide a clear picture of the progress children are making. The classroom environment is colourful and lively, stimulating children's desire to learn. Transition arrangements between Reception and Year 1 are satisfactory and the focus of further development.

What the school should do to improve further

- Raise standards in mathematics.
- Improve the quality of teaching and learning, particularly in ensuring work is planned to match individual pupils' needs.
- Increase pupils' involvement in assessing their own learning.

A small proportion of the 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

Good leadership and management have helped pupils settle into their new school quickly and achieve satisfactorily. They make satisfactory progress in Key Stage 1. In 2007, teachers' assessments showed standards in Year 2 to be below average. Standards in Year 2 are rising and currently close to the national average. In 2007, Year 6 pupils attained results in the national tests that were below average in English and a little below in science. Considering the disruption to their learning the pupils had experienced, these were satisfactory results. In mathematics, results were well below average and only a little over half of pupils reached the expected level. Pupils' progress is beginning to gain pace in Key Stage 2 and is satisfactory overall. Pupils' attainment in mathematics is improving but the school has not had time to correct the residual weaknesses many pupils arrived with and standards are not yet high enough. Pupils with learning difficulties and/or disabilities make satisfactory progress in relation to their capabilities.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They are very happy at school and levels of attendance are good. Pupils from the two schools which closed have come together well and the school has a relaxed but purposeful

atmosphere. Behaviour is good and most pupils act sensibly in class and around school. They recognise they are at school to learn and apply themselves well to the tasks teachers set. Most pupils listen attentively when others are speaking and willingly help each other without always having to be asked. They develop into sensible, confident young people with a strong sense of personal and social responsibility. Pupils feel safe and secure. They have no concerns about bullying and have confidence in staff to deal quickly and effectively with the small amount of falling out which does occur. Pupils' appreciation of the need for a healthy lifestyle is good and most try hard to eat sensibly and to take regular exercise. Older pupils, in particular, readily take on responsibilities and participate enthusiastically in decision making. They have a strong sense of community and opportunities to join senior citizens for ballroom dancing are viewed as the ultimate treat for good behaviour. Pupils develop a satisfactory range of basic skills in preparation for future learning and life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning have good features but there are inconsistencies, which detract from the overall quality. Teachers plan lessons thoughtfully, building carefully on pupils' prior learning. Teachers' use of assessment is satisfactory and improving but there are occasions when activities take insufficient account of the varying learning needs of pupils, adversely affecting their progress. Behaviour is mostly managed well and good relationships ensure that interaction between staff and pupils is pleasant and productive. In the best lessons, pace is judged well and pupils' learning builds systematically and securely. On occasions, teachers move forward a little too quickly before pupils have had time to absorb and grasp any new ideas. Clear learning goals are shared with pupils at the start of all lessons. These provide a well focused start but are not used often enough as the lesson progresses to help pupils evaluate how much they are learning. Pupils apply themselves well, follow instructions closely and try hard to meet the targets teachers set. Teaching assistants work closely with teachers and are particularly effective in ensuring that pupils with learning difficulties and/or disabilities are included fully in lessons. The quality of marking is satisfactory with the best examples providing pupils with clear information to help them improve their work.

Curriculum and other activities

Grade: 3

The curriculum enables pupils of all ages to make satisfactory progress. It covers all the required subjects and provides pupils with an introduction to several modern foreign languages. Since the school opened, the curriculum has developed constantly as staff have become more familiar with pupils' learning needs. Interesting activities which use the natural links between subjects have been introduced in the younger age classes. A similar approach is being applied in Key Stage 2 but is at an early stage of development. Art features prominently in pupils' learning, reflecting different cultures from around the world. The most recent innovation is a yoga class, added at the specific request of the pupils. Opportunities to discuss and examine important issues affecting pupils' lives do much for their personal development and regular educational visits and visitors to the school broaden their experiences. Many pupils attend the good range of extra-curricular activities the school provides.

Care, guidance and support

Grade: 2

The school provides a good quality of pastoral care. Safeguarding procedures, including child protection, meet requirements. Pupils feel safe and well cared for. They find staff approachable and are confident that any concerns they may have will be dealt with sensitively and effectively. Lunchtime staff make a very positive contribution to pupils' well-being. Support for pupils with learning difficulties and/or disabilities is satisfactory and enables them to make steady progress. The school places a strong emphasis on pupils' well-being and provides them with extensive guidance on how to lead a healthy lifestyle. Robust systems for tracking pupils' progress are in place and beginning to produce the quality of information the school needs. Pupils' involvement in assessing their own progress is limited and a recognised area for development. The school has good links with outside agencies and other schools, which enhance the support available to pupils.

Leadership and management

Grade: 2

Under the strong and purposeful leadership of the headteacher, ably supported by the assistant headteacher, a new start has been made, which has met with the approval of pupils, parents and the local community. Staff work closely as a team. There is unity of purpose and cohesion which belies the school's short existence. The school is sharply focused on raising standards and, through effective leadership and management, pupils' achievements have been established at a satisfactory level during a period of considerable change. The school's performance is checked systematically and all stakeholders consulted regularly to ensure that the information is comprehensive and inclusive. Well structured management procedures have been introduced but many are still bedding in and have yet to reach full efficiency. Priorities for improvement are broad but appropriate considering the school's stage of development. Governors work closely with the school and are fully involved in decision making. A solid foundation of effective practice has been laid which provides the school with good capacity to improve in the future.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	NA
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	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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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.

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	3
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	2
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	2
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**

Thank you very much for the very friendly greeting you gave me when I visited your school recently. Lots of you smiled and chatted to me and I felt comfortable and welcome. I thoroughly enjoyed finding out about the work you do and would like to give special thanks to those who talked with me about the school.

Although Valley View is a quite a new school it did not feel like that. Everyone gets on so well it was difficult to believe that you have not always been together in the same school. I was particularly pleased to hear younger pupils describe older ones as friendly and helpful. I enjoyed my discussions with you and it is clear that you develop into responsible and mature young people. Most of the behaviour I saw was good, with pupils listening to their teachers and following closely what they had been asked to do. Staff take good care of you and I was pleased that you feel you can turn to them for help and advice if you need it.

From the lessons I saw and the work I looked at, I could tell you were making satisfactory progress. Mathematics seems to be a subject that some pupils find more difficult than other subjects. The school is looking at why this might be and I have suggested that improving what pupils achieve in mathematics needs to be a priority for your school. You can help by learning as many number facts as you can and always trying hard to work things out in your head when possible. You clearly get on well with teachers and I liked many of the interesting things I saw going on in lessons. One or two aspects of lessons could occasionally be a bit better and I have asked the school to look at this.

The learning goals teachers discuss with you at the start of lessons show clearly what you are expected to learn. These need to be referred to more during lessons to help you to understand how well you are doing. At the end of lessons you need more opportunities to judge for yourselves how much you have learnt and if there is anything you could do better. When you get these opportunities think hard about how much you have achieved and if there is anything you could have done better.

People have worked hard to make Valley View a success and you can be proud of the part you have played. Thank you once again for a very enjoyable two days and I wish you lots of luck in the future.