

Outwood Ledger Lane Junior and Infant School

Inspection report

Unique Reference Number	108165
Local Authority	Wakefield
Inspection number	324716
Inspection date	22 April 2009
Reporting inspector	Fiona Gowers

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	248
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Roland Harden
Headteacher	Mrs - Goff
Date of previous school inspection	13 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ledger Lane Outwood Wakefield West Yorkshire WF1 2PH

Age group	3–11
Inspection date	22 April 2009
Inspection number	324716

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Age group 3–11

Inspection date 22 April 2009

Inspection number 324716

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Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the personal development and well-being of pupils and the quality of the care, guidance and support they receive; the level of challenge provided by the teaching, particularly with regard to the more able pupils; the improvements made since the last inspection and the capacity to improve further. Evidence was collected from the school's self evaluation form (SEF); nationally published assessment data; the school's own assessment records; relevant policies; observations of the school at work, including visits to lessons; and analysis of the parents' questionnaires. Discussions were also held with the senior leadership team, governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence that the school's own assessments of these aspects, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

This above average sized school serves an area with some levels of social and economic disadvantage. The proportion of pupils entitled to free school meals is broadly average, as is the proportion of pupils with learning difficulties and/or disabilities. However, the proportion of pupils with a statement of special educational needs is above average. Most pupils are of White British heritage and very few pupils are learning to speak English as an additional language. Early Years Foundation Stage provision consists of a Nursery and a Reception class. There is a separate childcare provision on site, which is managed privately and did not form a part of this inspection. The school has received the Activemark and 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: 2

Ledger Lane is a good school. It is very popular with parents, who typically comment: 'We are extremely happy with the school, the teachers, the head, but most of all the ethos. The school not only makes my child feel welcome and part of the community, it also makes parents feel that way too.' The school has a number of outstanding features. It provides an extremely nurturing environment, which enables pupils to grow in confidence and develop excellent personal and social skills. Pupils greatly enjoy their time at school and take a great deal of initiative in school life. In particular, pupils are real ambassadors in encouraging others to lead a healthy lifestyle when they take the lead in the daily 'Wake up, Shake up' sessions. Pupils also develop good enterprise skills. For example, the preparations for setting up a healthy tuck shop have involved pupils contacting local businesses to gain produce at a reduced rate, as well as canvassing the opinions of others in school to decide what time of the day and which location would be most profitable. This school undoubtedly prepares pupils well for the next stage of their education.

Achievement is good throughout school. From generally below average starting points in the Early Years Foundation Stage, pupils make good progress to reach broadly average standards when they start Year 1. Pupils continue to make good progress in Key Stage 1 and Key Stage 2 reaching above average standards by the time they leave. The school's leadership keeps a careful check on pupils' progress and support is provided for pupils not doing as well as expected. Standards are generally a little higher in mathematics, reading and science than in writing. Standards have risen in science because of an increased emphasis on investigations and practical activities. The school's leadership team is currently focused on raising standards in writing and the school's data confirm signs of improved progress. The proportion of pupils gaining the higher levels in national tests at Year 2 and Year 6 is generally above average. However, this does vary from year to year. This is in part a result of the differing starting points of each year group but also because the more able pupils in some classes are not always stretched and challenged enough, so they do not always reach the standards they are capable of. However, pupils with learning difficulties and/or disabilities consistently make excellent progress because they flourish in the extremely encouraging environment and receive very well-targeted support from teachers and support staff.

Pupils achieve well because they receive excellent guidance and support in their learning and good-quality teaching. Academic guidance is highly effective. Thorough marking of pupils' work clearly shows them how to improve further. In addition, pupils are encouraged to identify the positive features of a piece of work for themselves and discuss how they can do even better. Excellent relationships make a very significant contribution to pupils' achievement. Behaviour is excellent. Pupils apply themselves well and have very positive attitudes to learning. Lessons are well planned and have a clear focus. In the most effective lessons all groups of pupils learn at a swift pace. This is because teachers provide a variety of stimulating learning activities. Pupils have many opportunities to discuss their learning with a partner and teachers skilfully ask probing questions to stretch pupils in their thinking. A group of older pupils agreed, 'It's good when we have to work hard, because we learn more and have to think hard!' However, in a few lessons the pace of learning slows, especially among the more able pupils. This is because learning activities lack the same degree of challenge and pupils do not have as much opportunity to think about and discuss their work.

The good curriculum places priority on pupils' basic literacy and numeracy skills. The school is working very closely with other local schools to provide more opportunities for pupils to improve their basic skills by linking subjects together more effectively. The curriculum is enriched by a good range of visits, visitors and extra-curricular activities, which support pupils' personal development particularly well. For example, a recent 'Truck Safe' initiative greatly reinforced pupils' understanding of how to keep safe in the locality. The strong school ethos helps foster values of tolerance and respect. Pupils are very thoughtful and have many opportunities to reflect on and discuss issues relevant to their daily lives, such as during the regular 'candle time' sessions. Pupils' spiritual, moral, social and cultural development is excellent.

Many parents comment on the exceptional level of care provided, particularly for pupils with learning difficulties and/or disabilities. The school's very strong links with outside agencies ensures that individual needs for vulnerable pupils or those experiencing learning difficulties are met very effectively. Attendance rates are broadly average, and the school does all it can to encourage good attendance. Procedures for safeguarding pupils meet requirements. Pupils feel very safe and secure. They confirm that they would find someone in school to help with any problems or concerns, and that they are encouraged to sort issues out for themselves.

Leadership and management are good. The headteacher, well supported by the school leadership team, is determined to provide the best for every individual child. Excellent arrangements ensure that all pupils have equal opportunities to participate in all activities. The school's leadership team undertakes searching and accurate school self-evaluation and consequently has a good understanding of the school's strengths and a very clear view of how it wants to improve further. Community cohesion is good. The school has good links with the local community. Pupils enjoy finding out about other cultures during cultural week and working with a French language assistant. The school has plans to develop stronger national and international links to deepen pupils' understanding of other cultures. The governing body fulfils its role in acting as a critical friend well and new members are quickly offered training to enable them to support and challenge the school effectively. Improvements made since the last inspection and the strengths in leadership clearly show that the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When they start in the Nursery children's skills are often below those expected for their age, although there is a very wide spread of ability. Staff develop a strong partnership with parents through the 'FEET' course, which enables parents and children to enjoy activities together before starting school. This helps children settle extremely quickly into the Nursery. Relationships are very positive and skilled staff place the highest priority on ensuring the welfare of every child. Children feel very happy and secure and they are very keen to take part in the good range of activities. There is a good balance between adult-led activities and opportunities for children to explore things for themselves. Staff sensitively intervene to move children on in their learning. For example, while they were planting sunflower seeds, children were encouraged to think about what a seed needs to help it grow. Children make good progress and generally reach the expected standards when they join Year 1. Leadership and management are good and recent changes in staffing have been managed well. There has been a significant improvement in the quality of the outdoor learning environment since the last inspection and the school has plans in hand for further improvement.

What the school should do to improve further

- Improve the consistency of teaching to that of the best, particularly in relation to the pace of learning and level of challenge provided for the more able pupils.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	1
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 learners' needs?	2
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

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 eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

Inspection of Outwood Ledger Lane Junior and Infant School, Wakefield, WF1 2PH

Thank you for making the other inspector and myself welcome when we inspected your school. We enjoyed meeting you, visiting you in lessons and in the playground. We could see you know a lot about how to keep healthy and we were very impressed with how keen you are to take part in 'Wake up, Shake up' every day!

Ledger Lane is a good school. The Nursery and the Reception class give you a strong start to your learning. You behave very well and work very hard. By the end of Year 6 you reach standards higher than in many other schools. This is because you receive good-quality teaching and participate in many fun activities in the classroom.

Adults look after you very well so you feel very safe and confident about talking to them about any worries. Your teachers work very hard to help you. We have asked your teachers to share ideas about how they can make some of your lessons even more exciting and interesting so you really have to think hard! This will help those of you who are capable of reaching even higher standards to do so.

Thank you for helping us so much with the inspection. Keep working hard and enjoying your school!

We wish you well in the future.