

Calverley Parkside Primary School

Inspection report

Unique Reference Number	107826
Local Authority	Leeds
Inspection number	336957
Inspection dates	25–26 November 2009
Reporting inspector	Bernard Jones

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 of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Mrs Sally Scott
Headteacher	Mrs Alana Duncalf
Date of previous school inspection	2 May 2007
School address	Victoria Street Calverley Pudsey LS28 5PQ
Telephone number	0113 2146103
Fax number	0113 2146104
Email address	Duncala01@leedslearning.net

Age group	3–11
Inspection dates	25–26 November 2009
Inspection number	336957

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors, one of whom examined the school's safeguarding procedures. The inspectors visited 13 lessons and held meetings with governors, staff, groups of pupils, parents and the school improvement partner. They observed the school's work and looked at the data on pupils' performance, including their current progress, plans for the future and records of the school's own monitoring of its performance. The responses to 79 parents' questionnaires were considered, alongside responses from staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of actions taken to improve standards in mathematics and English
- teachers' use of data and how effectively they check on the progress made by different groups of pupils
- the impact of leaders and managers at all levels to help raise standards
- the impact of the new curriculum
- the effectiveness of teachers' planning.

Information about the school

This is an average-sized primary school situated on the outskirts of Leeds. It serves a community where the large majority is White British, but an increasing proportion of pupils from other ethnic backgrounds have joined the school since the previous inspection. The proportion of pupils whose first language is not English is below average. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils who claim free school meals. The school provides for children in the Early Years Foundation Stage in the Nursery and the Reception class. Children starting in the Nursery attend from a wide area and normally around a half leave to attend Reception year classes in other schools nearer their homes.

The school has a number of awards, including the Active Mark and Inclusion Charter from the local authority, the Healthy Schools Award, and the International School Full Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school that gives sound value for money. Parents are very supportive and appreciate the wide experiences their children are given, for example in the music they are taught and the international links that are made with Sri Lanka and schools in Europe.

During their time in school pupils make satisfactory progress overall. Achievement has improved recently in the Early Years Foundation Stage and is now good. Attainment is in line with the national average in English, mathematics and science by the end of Year 6. Improvements in teaching have led to greater challenges and better achievement among the higher attaining pupils. However, there are still weaknesses that lead to middle attaining pupils in particular not achieving as well as they could. In English, skills in sentence construction that improve extended writing are not well enough developed. In mathematics, there is a relative weakness in pupils' calculation and problem-solving skills.

Good support from teaching assistants ensures that pupils with special education needs and/or disabilities and pupils with English as an additional language can access the full curriculum. Pupils considered to be vulnerable are also catered for well. They receive well-targeted support that helps them make satisfactory progress and participate fully in school life. The level of pupils' attendance is high and reflects their enjoyment of and interest in the new and creative curriculum they are taught. The satisfactory achievement of pupils and their positive approach to school prepares them adequately for the future.

Although there is some good teaching, there is much that is satisfactory. Often the difference lies in the quality of lesson planning. All teachers plan the content of their lessons in detail, but where teaching is good, teachers make it clear what they expect pupils of different levels of ability to attain and target their teaching more accurately as a result. Judging the progress pupils make it is not yet consistently at the centre of teachers' evaluation of their impact in the classroom. There has been a recent improvement in the use of assessment data. However, it is not used to full effect to check pupils' progress and guide their next steps in learning, and to set targets that challenge sufficiently to raise achievement of all pupils to good levels.

Leadership and management are satisfactory. The school has correctly pinpointed areas of weakness in English and mathematics and this is indicative of a realistic approach taken to self-evaluation. Middle managers are at an early stage in ensuring that all class teachers use assessment data appropriately to support and guide pupils' learning effectively. Their skills are under-developed in terms of raising standards in teaching and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

learning. In making changes, such as those that have led to improvements in the Early Years Foundation Stage, the headteacher has maintained high morale among staff while developing their confidence and ambition. Inspection evidence confirms that actions taken are resulting in standards that are rising and there is satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise achievement and improve standards, particularly among middle ability groups of pupils, by:
 - increasing the challenge and pace of learning for these pupils
 - improving all pupils' skills in problem-solving and calculation in mathematics
 - developing all pupils' abilities in sentence construction to improve their extended writing.
- Raise the proportion of good teaching by:
 - ensuring teachers plan more precisely to meet the needs of different ability groups in their class
 - ensuring that teachers use assessment more precisely so that pupils are clear about the next steps they need to take to improve their work.
- Ensure that subject leaders make a stronger contribution to raising standards by:
 - developing their skills in the use of data so that they can measure their impact in terms of improved achievement
 - developing their roles so that they are better equipped to monitor teaching and learning and judge the impact this has on raising standards.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In most lessons pupils' satisfactory and often good behaviour ensures that learning can take place without undue interruption. Pupils generally work hard and the good relationships they have with teachers encourage this. Typically, they show good attitudes and cooperate well with teachers, other adults and with their peers when working in pairs and groups. Pupils are making satisfactory progress to attain broadly average standards in English, mathematics and science. The school has correctly identified that some of the middle ability groups of pupils could make better progress. When their progress, attainment and enjoyment are taken together, pupils' overall achievement is satisfactory. All pupils develop an appropriate range of basic academic skills, including how to use new technology such as computers and interactive whiteboards. This has the benefit of making learning more meaningful and so improving pupils' enjoyment and engagement and helping to prepare them for the next phase of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

their education. Pupils with special educational needs and/or disabilities and other vulnerable pupils progress at the same rate as their peers.

Pupils know how to live healthily and safely. They demonstrate a good understanding of how to cross the road safely, how to be safe when they are near water, what to do if they hear the fire alarm at school and the importance of not talking to strangers. The school provides a wide range of sporting activities which attracts a good level of support from enthusiastic followers. The school council plays an active role in putting forward ideas and makes a valuable contribution to the school community. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of right and wrong and they are open, welcoming and confident with visitors. Pupils demonstrate good levels of knowledge and understanding of the wider community, including cultures abroad.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers demonstrate that they have sound knowledge of subjects and the ability to help pupils to develop basic skills in literacy, numeracy, science and information and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

communication technology (ICT). Where teaching is good, lessons are planned to ensure clarity about what pupils of all ability levels are expected to achieve. In an English lesson in Year 3, for example, the teacher used assessment information about pupils' levels of attainment to set challenging tasks that met the needs of different ability groups and she checked pupils' understanding and progress at regular intervals. As a result, all worked at a good pace and were challenged well. Relationships in lessons between adults and pupils are good and help to engender good relationships between pupils in the classroom. Teaching assistants are generally well deployed and make a valuable contribution to pupils' learning. Much of the teaching observed was satisfactory, but showed some common weaknesses. For example, some teachers still talk at length while pupils sit passively for too long and planning lacks detail about exactly what teachers expect pupils of different abilities to learn. Teachers do not consistently ensure that pupils know the next steps they need to take to improve their work.

There are effective links between the school and outside specialists to ensure good levels of pastoral care, guidance and support, and good support for the most vulnerable pupils. The school is establishing a new and creative curriculum that uses literacy and numeracy skills in subjects across the curriculum. It is too early to measure the impact on achievement, but pupils are enjoying their work and have more opportunities to practice skills identified as weaker, such as writing at length and solving mathematical problems. The school provides a good range of after-school clubs and a residential experience for older pupils. These, along with the visits to places of interest and visitors to the school make a good contribution to enriching the curriculum.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's approach to improvement is positive and handled in a way that elicits the full support of staff and governors and ensures the continued high morale of staff. As a result, there is a common purpose to improve. Governors support the school well and ensure that the budget is used efficiently. However, they do not provide sufficient challenge. Middle managers have not been well-enough equipped to make the most of their lesson observations or to judge the impact of the changes they introduce in their subjects.

The school is successful in engaging with its parents and the vast majority supports the school fully. Partnerships with other schools are effective both in capitalising on

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

expertise from partner schools and in offering its own expertise, for example in teaching modern foreign languages. The school has a comprehensive range of policies in place that are reviewed at regular intervals. High among the priorities is the continued emphasis on keeping safeguarding procedures up to date. At the time of the inspection the school's leaders have ensured that all arrangements and policies relating to keeping children safe are in place. The school is assiduous in tackling any form of discrimination. There are good procedures to ensure pupils experience equal opportunities in all aspects of their school life. These factors and the good provision for community cohesion have their impact on the ways pupils of different backgrounds get on well together. There is particular strength in the development and use of international links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Recent changes to the way the Early Years Foundation Stage is led and managed have led to improvements. Children are now making good progress from starting points which are broadly in line with age-related expectations. As a result more children are on target to achieve the expectations for their age by the end of the Reception year. Good use is made of assessment procedures to build a full picture of each child's achievement. The good links with parents as well as the good level of attention given to their charges' welfare help children to settle quickly and happily when they begin in the Nursery and when they transfer to the Reception class. Children feel safe and reflect this in their confident approach with adults. Additional adults provide good support to children with special educational needs and/or disabilities, and this ensures that all children participate fully in activities.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The teaching they receive is good because planning ensures exciting learning experiences through which children learn many new skills and pieces of knowledge in the same activity. For example, children dressed up as firefighters and acted out their parts well to extinguish imagined fires outside. They enjoyed their learning and made links to their classroom activities, developing their creative sides and learning to cooperate with each other. They also used new and exciting 'wow' words from the story they had listened to prior to this. The limited accommodation and outdoor space are used well so that children experience an enjoyable and stimulating time in their two years before joining Year 1. Children are learning to use ICT from this early age, and new technology is used well as a tool to support and extend their knowledge, skills and understanding across all areas of learning. Teachers ensure that there are some opportunities for children to make choices, and that daily activities include both adult and child-initiated activities. However, children do not always have enough opportunity to determine their own learning through choosing their play activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are overwhelmingly supportive of the school. They describe the headteacher and staff as dedicated and appreciate how accessible they make themselves when parents want to speak to them. Parents appreciate the safe and secure environment of the school where their children are happy and bullying is not an issue. They praise the way the school encourages children to think of others and to be kind to each other. Parents are mainly happy with the progress their children make, although a few commented that their children are not challenged enough and inappropriate behaviour is not dealt with effectively. The inspection team found that behaviour around the school is good, with a high level of consideration shown by pupils to others. In classrooms, learning proceeds without interruption and teachers deal well with any misbehaviour that may occur. The team confirmed that the school works hard to engage parents and has good systems in place, both formally and informally for parents to meet with staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Calverley Parkside Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 251 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	75	20	25	0	0	0	0
The school keeps my child safe	51	65	28	35	0	0	0	0
The school informs me about my child's progress	27	34	45	57	0	0	0	0
My child is making enough progress at this school	42	53	29	37	2	3	0	0
The teaching is good at this school	46	58	28	35	0	0	0	0
The school helps me to support my child's learning	35	44	37	47	2	3	0	0
The school helps my child to have a healthy lifestyle	42	53	32	41	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	38	33	42	1	1	0	0
The school meets my child's particular needs	37	47	36	46	2	3	0	0
The school deals effectively with unacceptable behaviour	35	44	30	38	4	5	0	0
The school takes account of my suggestions and concerns	30	38	37	47	2	3	0	0
The school is led and managed effectively	45	57	28	35	0	0	0	0
Overall, I am happy with my child's experience at this school	53	67	23	29	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 November 2009

Dear Children

Inspection of Calverley Parkside Primary School, Pudsey, LS28 5PQ

Thank you for being so friendly and welcoming when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for talking to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. We particularly enjoyed your singing.

You obviously enjoy your time in school as you are made ready to progress to the next stage of your education. I appreciate how your school helps you to learn to live healthily and safely and how much you enjoy your 'Wake up and Shake up'. I was impressed by how kind you are towards each other, whether in the classrooms or out in the playgrounds and the way you take responsibility, for example the pride you take in your surroundings and of your work on the school council.

I found that your school gives you a satisfactory standard of education because of the teaching you receive and the curriculum you study. This means that you make satisfactory progress and the standards you reach by the end of Year 6 are broadly average. Your enjoyment of school and your regard for your teachers shows in your positive behaviour in and around the school.

To make things even better, I have asked your headteacher and teachers to help all of you to raise your standards and make even better progress, especially in English and mathematics. They can do this by improving teaching further and by being even clearer about what they expect from all of you. I have also suggested that they make sure that you are each challenged to do your best work. You can help by continuing to work hard.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Mr Bernard Jones

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.