

Horsforth Newlaithes Junior School

Inspection report

Unique Reference Number	107860
Local Authority	Leeds
Inspection number	336965
Inspection dates	2–3 March 2010
Reporting inspector	Jane Hughes

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Mr P Boden
Headteacher	Mrs Joanne Blacoe
Date of previous school inspection	4 July 2007
School address	Victoria Crescent Horsforth Leeds LS18 4PT
Telephone number	0113 2588645
Fax number	0113 2588645
Email address	blacoej01@leedslearning.net

Age group	7–11
Inspection dates	2–3 March 2010
Inspection number	336965

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 2010

Introduction

The inspection was carried out by three additional inspectors. Seventy per cent of the inspection was spent looking at learning. The inspectors visited 12 lessons or parts of lessons and observed nine teachers during the inspection. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Questionnaires from 101 parents and carers and from 92 pupils were analysed.

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

- how well the school supports the learning of boys and more-able pupils
- whether a large enough proportion of pupils reach or exceed age-related expectations in writing and mathematics
- whether the quality of teaching is as consistently strong as the school suggests
- the impact of partnership work initiated by the school
- strengths in outcomes linked to the Every Child Matters agenda as indicated by the school.

Information about the school

This is a smaller-than-average school. Few pupils are known to be eligible for free school meals. A far smaller-than-average proportion of pupils have special educational needs and/or disabilities. Most pupils are of White British heritage and none speaks English as an additional language. The school has recently achieved the Inclusion Chartermark, the Eco-Management and Audit Scheme and Eco-Schools silver awards, and the Foundation International award.

External providers run two childcare provisions on the school site. Roundabout Playgroup and Newlaithes Out-of-School Club were not part of this inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It provides outstanding value for money as pupils achieve exceptionally well and reach consistently high standards in English, mathematics and science. Parents' and carers' typical comments include that it is 'a thriving and constantly improving school' and, 'The school is like an extension of our family.'

The school has built successfully on previous good practice, as a direct result of dynamic leadership by the headteacher. There is no complacency here, just the ambition of all staff to ensure that the school continues to improve. Staff and pupils strive for the school to 'be the best'. First-class teamwork is a key characteristic of the school's success. High-quality, joint planning by teachers and the regular access they have to models of best classroom practice illustrate this well. Excellent capacity for sustained improvement is reflected in accurate self-evaluation, rapid pace of change and the efficiency with which the school has tackled issues raised at the last inspection. Staff understand clearly the immediate and longer-term priorities. The school is well regarded locally. The headteacher is tenacious as she champions the cause of local residents in educational and social matters. Governors are strong ambassadors for the school.

Much has improved since the last inspection and outcomes for pupils are better. Behaviour is exemplary and the school functions as a highly cohesive community. Pupils demonstrate an excellent understanding of how to live safely and healthily, and take every opportunity to be helpful in school. Attendance is high. Pupils are mature and develop high-quality academic and social skills to support their future economic well-being. Pupils are becoming increasingly responsible citizens as they recognise their place within local, national and global communities. Their overall spiritual, moral, social and cultural development is another key strength. However, although the school promotes community cohesion well, more remains to be done to raise further the knowledge pupils have of diversity in Britain.

The school compiles detailed evidence of pupils' good progress so that staff know exactly how to move pupils' learning on at an accelerated rate. Pupils do not yet make a meaningful contribution to this process. First-class partnerships with other organisations and schools ensure that pupils are able to access a wealth of external expertise and support. These help to enrich substantially the high-quality curriculum as well as the excellent care, guidance and support that pupils enjoy.

What does the school need to do to improve further?

- Strengthen the impact of assessment by:

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

- increasing the extent and usefulness of pupils' self-assessment as they check how well they do in lessons
- encouraging pupils to respond more effectively to teachers' written feedback about their work.
- Develop further the promotion of community cohesion by:
 - establishing links with diverse communities and schools beyond the immediate locality that reflect multicultural British society
 - ensuring that governors take a more active role in the promotion of community cohesion and the monitoring of its impact.

Outcomes for individuals and groups of pupils**1**

Pupils bring exuberance to their learning. They are also well organised and hardworking. They settle with relish to their work, enjoy it hugely and persevere well. They are quick and unafraid to volunteer answers in the supportive classroom environments. Pupils show great pride in being part of the school. They typically comment, 'The school is very good at not letting children get bored in classes by using drama, props and stories,' and, 'Lessons are full of fun and we still learn.'

Pupils achieve outstandingly well and consistently attain high standards in English, mathematics and science, thus building on the academic and social strengths they bring with them from their infant schools. Current data and pupils' work shows that attainment continues to rise as pupils continue to learn and progress very well. Pupils of all abilities, including those with special educational needs and/or disabilities and those with particular gifts and talents, blossom academically. Boys are doing as well as girls now that lessons engage them more actively in their learning.

Pupils know a great deal about how to live safe and healthy lives and put this knowledge into practice daily. For instance, they bring healthy lunches from home or enjoy the nutritious meals cooked on site. They participate regularly in many physical activities. Older pupils present strong role models to the younger ones. For example, trained sports leaders model parts of a new dance routine and then help younger pupils to refine their moves in a safe way. Pupils have an excellent understanding of their own values and feelings. This enables them to be interested in, and to empathise with, the views of others. Their overall awareness of the multicultural dimensions of British society is relatively limited, although they make the most of first-hand experiences from their peers to learn more about heritages different from their own.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers expect best efforts from pupils in every lesson. They challenge and extend pupils' knowledge and understanding well and so pupils are highly engaged in their learning. Teaching is almost always good and an increasing proportion is outstanding. Staff achieve an excellent balance between the promotion of basic and higher-order literacy and mathematical skills. Teaching assistants are skilful and deployed carefully to meet the full range of pupils' needs. Staff collate and share extensive assessment information on pupils' learning and progress. This is used to devise stimulating learning programmes. Currently, pupils briefly assess their own learning at the end of lessons. They are capable of recording this in more detail. Although teachers mark pupils' work thoroughly, they do not require any acknowledgement from pupils that they have seen this feedback and acted on it.

The stimulating curriculum is much praised by pupils. They enjoy a multitude of practical activities and themed days. These promote high levels of engagement in learning and excellent outcomes in terms of pupils' academic and social outcomes. Pupils regularly engage in discussion and debate as a whole class. For example, Year 6 pupils considered which of their own achievements gave them most pride and then decided how to celebrate their own and others' successes through verbal feedback. Role play is used regularly to stimulate literacy skills in particular. For instance, outstanding characterisation in Year 5 discussions about the poem 'The Highwayman' resulted in high-quality and sensitive debate about the motivation and ultimate personal qualities of the main characters.

Excellent pastoral care and support create a community that challenges yet nurtures

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

equally. Vulnerable pupils do as well as their classmates because of well-targeted support programmes that reduce barriers to learning. For example, the nurture group for pupils in Year 3 provides just the right levels of support to build their confidence and help them to feel secure. There is also some exceptional provision through partnership working with parents and carers, the secondary school and the local authority. Induction and transition are very well managed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is a powerhouse of driven determination and great ambition for the school and its pupils. Together with the deputy headteacher and other senior leaders, she challenges, coaxes and cajoles the whole school community to do their very best and so reach their potential. Morale is high and everyone works together for the good of the school and its pupils. Highly effective administrative, ancillary and lunchtime staff provide strong role models for pupils and, at the same time, ensure that the school runs smoothly day to day. Governors bring a wealth of skills to the school. They have a good understanding of the school's academic and social priorities and offer challenge to the leadership team, particularly in terms of the school's finances. They audit the school's performance but do not take enough responsibility for the school's promotion and monitoring of community cohesion.

Parents and carers receive frequent updates on school news and on their children's progress. Good use is made of new technologies to keep in touch with parents and carers but the school's website is not fully functional. Excellent partnerships with other organisations add greatly to pupils' learning and well-being. For example, the school works closely with the provider for extended schools and has a clear view of local needs, including the need to strengthen community provision for local families. With the exception of active links with schools of different cultural backgrounds, all aspects of community cohesion are promoted well. Strong links with the local high school support the curriculum and transition into Year 7. The school meets the current statutory requirements for safeguarding and works conscientiously to ensure the security of all on site. The leadership team promotes equality and tackles discrimination well so that pupils reach their potential, irrespective of need or background. Pupils show an interest in equality issues and were involved in a project to assess the accessibility of the site.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Approximately half of all parents and carers returned the inspection questionnaire. They are highly supportive of the school. They typically praise 'the team of professional and committed staff', 'an exceptional learning environment where children feel safe, happy and motivated' and 'an inclusive educational experience'. The school's own surveys of parents, carers and pupils reinforce these views. A very small minority of parents and carers raised a variety of other individual concerns but there was no underlying pattern to these. The greatest number of negative responses relate to how well the school meets the particular needs of individual children. Inspectors investigated these concerns. They found that the school identifies individual needs very effectively and provides the appropriate support to ensure that each pupil does well. Inspectors' judgements on other areas covered by the questionnaire are recorded in the body of this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horsforth Newlaithes Junior 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	69	30	30	1	1	0	0
The school keeps my child safe	76	75	21	21	2	2	0	0
The school informs me about my child's progress	47	47	46	46	2	2	0	0
My child is making enough progress at this school	50	50	45	45	3	3	0	0
The teaching is good at this school	57	56	38	38	2	2	0	0
The school helps me to support my child's learning	53	52	42	42	1	1	0	0
The school helps my child to have a healthy lifestyle	57	56	40	40	3	3	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)	55	54	35	35	3	3	0	0
The school meets my child's particular needs	56	55	38	38	6	6	0	0
The school deals effectively with unacceptable behaviour	56	55	37	37	3	3	0	0
The school takes account of my suggestions and concerns	43	43	45	45	3	3	1	1
The school is led and managed effectively	58	57	36	36	3	3	0	0
Overall, I am happy with my child's experience at this school	65	64	34	34	1	1	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.



04 March 2010

Dear Pupils

Inspection of Horsforth Newlaithes Junior School, Leeds, LS18 4PT

Thank you for your warm welcome when I inspected your school with my colleagues. We thoroughly enjoyed meeting you, listening to your views and looking at how well you learn and develop. I am writing to tell you what we found.

We judge Horsforth Newlaithes to be an outstanding school. Every day is packed with interest and you make the most of every opportunity. You all achieve exceptionally well. You are highly respectful of others, behave thoughtfully and take good care of each other. You are hardworking and very responsible. You told us that all the adults work hard to ensure that lessons are full of challenge and we agree. Your headteacher establishes valuable links with other organisations that help to enrich school life. Parents and carers are conscientious about making sure you attend school regularly and on time. These are important habits for success in later life, so keep them up!

Part of our job is to see what your school could do even better. We have asked your headteacher to give you greater opportunity to record how well you think you have done in your work and to respond to teachers' suggestions of how to improve your work. We have also asked your school to establish links with schools and communities with a mix of heritages. Perhaps you could help with setting up some electronic links as you are keen on using information and communication technology.

You should all be very proud of the part you play in making your school the special place it is. Congratulations! Carry on working hard and enjoying every minute.

With very best wishes for the future

Yours sincerely

Jane Hughes

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.