

Ashfield Primary School

Inspection report

Unique Reference Number	107877
Local Authority	Leeds
Inspection number	336969
Inspection dates	28–29 January 2010
Reporting inspector	Brenda Clarke

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	197
Appropriate authority	The governing body
Chair	Mrs Helen Brittain
Headteacher	Mrs Sybil Parker
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent approximately 50% of their time looking at pupils' learning. Inspectors visited 11 lessons and observed most teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of evidence including pupils' work and the school's records indicating pupils' progress and attainment over time, the school improvement plan and a range of school policies. The inspectors also analysed 84 questionnaires returned by parents and carers.

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

- the attainment and progress of different groups of pupils
- the quality and consistency of teaching to ensure that pupils make good or better progress
- the leadership and management at all levels and in all subjects
- whether the good outcomes in the curriculum, pupils' care, guidance and support and the personal development of pupils have been maintained since the last inspection
- pupils' understanding and appreciation of communities that are different from their own.

Information about the school

Ashfield Primary School is smaller than average size. The proportion of pupils who are eligible for free school meals is above average and has risen since the last inspection. An average proportion of pupils have special educational needs and/or disabilities. Most pupils are of White British heritage. There are very few pupils who speak English as an additional language. The school has gained the Inclusion Charter Mark, Activemark, Advanced Healthy Schools and full International Award. The Early Years Foundation Stage provision consists of one large unit for part-time Nursery provision and Reception class children. The school includes the Orchard Centre, a learning support provision for pupils from Ashfield and neighbouring schools.

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

2

Main findings

This is a satisfactory school with a number of significant strengths. Parents and carers particularly appreciate the 'happy and safe learning environment' and that 'any concerns are quickly resolved'. In this nurturing environment pupils feel extremely safe and confident and this underpins their excellent behaviour. They make good relationships with others and develop mature attitudes to learning. Pupils have a good understanding of healthy lifestyles as evidenced in the recently awarded Leeds Healthy Schools standard. They make a good contribution to the school and local community and demonstrate a mature understanding about the needs of others; for example, spontaneously fundraising for the Haiti disaster appeal.

Most pupils make at least satisfactory progress relative to their starting points. Attainment is broadly average by the end of Year 6. However, pupils' progress is inconsistent across year groups and subjects and not all pupils make enough progress and could reach higher standards. Although teaching is satisfactory, the pace of learning is not always fast enough to ensure good progress in every lesson. Learning activities are not always adapted well enough to meet the needs of different groups of pupils, especially the more able in mathematics and science. This has an impact on the attainment of some of the more able pupils, particularly at the end of Key Stage 1. Teachers' marking is inconsistent across classes and subjects so that pupils do not always know how to improve their work.

The curriculum is satisfactory and meets the needs of the majority of pupils. Provision in English is strongest due to recent developments being consistently applied across classes. Currently, assessment is not being used effectively in planning to ensure that skills are developed step by step and practised across the curriculum. Opportunities to enjoy music, drama and cookery in Golden Time enrich pupils' experiences.

Careful, honest self-evaluation and rigorous monitoring of pupils' progress has enabled the headteacher and staff to address inconsistencies in provision and check that most pupils are now making satisfactory or better progress. The school knows itself well, is aware of its strengths and weaknesses and, as a result, all staff are focused on driving up standards and improving provision further. New initiatives are appropriate and bringing about improvement. For example, pupils' behaviour has improved significantly due to the impact and support of staff in the Orchard Centre. The school has a good capacity to improve further.

What does the school need to do to improve further?

- Accelerate the progress made by all pupils by ensuring that:

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- work is accurately matched to all pupils' needs
- the more able pupils are consistently challenged, especially in mathematics and science.
- Improve the consistency of teaching across all classes and in all subjects by ensuring that:
 - the pace of lessons is always brisk so that pupils make good or better progress.
 - marking and target setting inform pupils of their next small steps in learning.
- Develop the curriculum further by ensuring that:
 - the good planning for progression of skills now seen in English is replicated in all other subjects
 - pupils have more planned opportunities to apply the skills taught in writing, mathematics and information and communication technology (ICT) across the curriculum.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils enjoy learning and listen carefully to their teachers and others, persevere and show enthusiasm for their learning. In some lessons pupils work at a satisfactory rather than a rigorous pace because they are not sufficiently challenged or given challenging timescales for completing their work. Overall, progress is satisfactory. Pupils make good progress in Key Stage 1 to attain average standards, although in mathematics no pupils reached above average standards. Progress is satisfactory in Key Stage 2 so that by the end of Year 6 pupils' attainment is broadly average. However, progress has been uneven in Key Stage 2 because of inconsistencies in teaching which has led to gaps in pupils' learning. Inspection evidence indicates improvements in teaching and most pupils now make satisfactory or better progress, particularly in writing. However, the more able pupils do not always make enough progress in mathematics and science. In mathematics, pupils experience difficulties when tackling problems. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make satisfactory progress.

Pupils enjoy school. School council members willingly take on responsibility and speak proudly of their active role in improving playtime activities and toilet facilities. Pupils get on with each other extremely well and display care and consideration for others. As pupils move through the school they develop confidence as speakers and most express themselves clearly and develop sound basic skills that equip them appropriately for the next stage of education. Attendance is satisfactory. In lessons pupils participate and cooperate well. They develop a strong sense of right and wrong and appreciate the reward of Golden Time for their behaviour. As a result, behaviour is excellent. Through initiatives such as the International Award pupils learn about others' customs and beliefs

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but their understanding about life in multicultural Britain is less well developed.

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	1
Pupils' behaviour	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching seen during the inspection ranged from satisfactory to good. All teachers have good skills in behaviour management and lessons run smoothly without interruption. Lessons are planned effectively and include a variety of activities. In the good lessons observed, pupils were challenged to work at a rigorous pace and teachers' assessments ensured that work addressed the needs of pupils of differing abilities. Following intensive staff training, teachers now set challenging writing targets for pupils. However, these are sometimes too complicated and do not always inform pupils of their very next steps in learning. In other subjects the challenge in lessons is not always strong enough and the setting of targets is at an early stage. These factors go some way to explaining why standards in mathematics and science lag behind those of English and why some pupils are unsure of how well they are doing.

The majority of pupils say that adults care for them very well and hence pupils feel happy and well supported. Parents and carers also value the additional support they

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

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receive in times of need. Relationships at all levels are very good enabling pupils to develop confidence and enjoy their education. Flexible systems enable vulnerable pupils to be well supported in the Orchard Centre and to have planned provision both in the main school and in effectively planned small-group provision. In lessons, well-briefed teaching assistants give valued support to pupils with special educational needs and/or disabilities and those who speak English as an additional language, enabling them to be well supported and fully included in lessons.

The curriculum meets the needs of its pupils satisfactorily and promotes enjoyment in learning. The school is steadily moving towards a curriculum where assessments ensure that skills in all subjects build systematically on earlier learning. Success can be seen in improvement in writing and plans are afoot to extend this approach to planning. Currently, in some subjects, such as ICT, this planned progression of skills is less well developed. The transfer of skills across subjects is inconsistent between classes. The curriculum is enriched by whole-school events such as International Week or a visiting Roma artist. The recently introduced learning logs enable pupils to extend learning at home and widen opportunities for research. Good use is made of the school grounds, especially to enhance work in science.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Rigorous and extensive monitoring and evaluation of provision is enabling leaders to devise carefully targeted plans that are speeding up the pace of pupils' progress. Challenging targets for pupils' attainment, regularly checked and updated, are making teachers more accountable. The headteacher and senior managers convey high expectations so that while outcomes are currently satisfactory, there is strong evidence of sustained improvement and a shared determination to move forward. Monitoring of teaching is rigorous and effective action taken to enhance teachers' skills. However, some monitoring, while focusing on teachers' skills, pays insufficient attention to the rate and quality of pupils' learning in the lesson. Governors also provide a strong steer for the school and use their differing areas of expertise to complement leadership and management. Subject coordinator roles are developing well so that staff know the strengths and areas for development in their subjects and are well placed to develop and implement the new curriculum.

The inclusion of all pupils is central to the school's provision as evidenced in the school's

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Inclusion Charter Mark. The school is well aware that the more able pupils need to make better progress and systematic tracking and improved teaching is already starting to have an impact. Safeguarding procedures are good and all statutory requirements are met. Partnerships with parents and carers and other professionals are strong and provide the additional expertise and support required to complement provision. The school's plan for community cohesion is satisfactory. Strong local and international links exist but the school has yet to develop links with culturally diverse schools and communities within the wider community of multicultural Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good provision in the Early Years Foundation Stage enables children to make a good start to their education. Children enter Nursery with wide ranging levels of development; some are above typical expectations, some in line and others below. Children make good progress in Nursery and at the end of Nursery a large proportion of the more able children move to a different school. As a result, overall levels of development on entry to Reception are lower than expected for their age, particularly in writing, reading, calculating and linking sounds to letters. Children make good progress and, on entry to Year 1, most have reached average levels across the areas of learning except in writing and calculating which are weaker.

Excellent management of behaviour together with quality provision both indoors and outside ensures that children are very busy and involved in their learning. Exciting activities, a good mix of adult-led and independent activities, together with a relevant curriculum grabs children's interests so that no time is wasted. Parents and carers

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appreciate the well thought out arrangements for entry and the sensitive and vigilant care provided for their children. Leadership is good and ensures a united, proactive team focused on making learning fun. Children's progress is observed and their developing interests planned for. Attractive portfolios of children's work and assessments are shared with parents and carers and guide them in activities to try at home. While provision is at least good in most areas, opportunities are sometimes missed to reinforce children's early writing skills when working independently and to provide more focused writing tasks for the more able.

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

A very large majority of parents and carers are very positive about the way their children are educated. Most strongly agree that their children enjoy school, are safe and that their particular needs are met. Most say that teaching is good and that their children are making good progress. Inspection findings agree that some teaching is good but that, while standards are improving, pupils' progress is satisfactory rather than good at the present time.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ashfield 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	61	31	37	2	2	0	0
The school keeps my child safe	63	75	21	25	0	0	0	0
The school informs me about my child's progress	47	56	36	43	0	0	0	0
My child is making enough progress at this school	45	54	36	43	0	0	0	0
The teaching is good at this school	57	68	27	32	0	0	0	0
The school helps me to support my child's learning	50	60	34	40	0	0	0	0
The school helps my child to have a healthy lifestyle	51	61	32	38	0	0	1	1
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)	46	55	34	40	0	0	0	0
The school meets my child's particular needs	56	67	27	32	0	0	0	0
The school deals effectively with unacceptable behaviour	49	58	33	39	1	1	0	0
The school takes account of my suggestions and concerns	46	55	35	42	0	0	0	0
The school is led and managed effectively	62	74	22	26	0	0	0	0
Overall, I am happy with my child's experience at this school	64	76	20	24	0	0	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.



1 February 2010

Dear Pupils

Inspection of Ashfield Primary School, Otley LS21 2DF

Thank you very much for making the inspectors so welcome and for answering all our questions. You should be very proud of the way you behave because your behaviour is excellent. You feel very safe and really enjoy your lessons. We enjoyed finding out about your school, the Orchard Centre and the wildlife area outdoors. The members of the school council work very hard to make your school even better and I know that you are really pleased with your newly renovated toilets. We noticed how well you mature as you move through the school so that by Year 6 you become confident young people.

Your school provides you with a satisfactory education. You reach standards that are expected for your age at the end of Year 6. Adults care for you well and you tell us that they make sure that your problems are sorted out quickly.

To make your school even better we have asked the staff to do three important things.

- Help you make better progress by making sure that you learn at a fast pace in all classes.
- Make sure that all teachers plan work that is just at the right level for you and when teachers mark your work this tells you how to improve your work next time.
- Get on quickly with ideas to make sure that all your subjects are well planned so that you always learn new things step by step as you move through the school.

Thank you once again for two really enjoyable days in your school. Keep up that excellent behaviour!

Yours sincerely

Brenda Clarke

Lead inspector

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