

# Little London Community Primary School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	107888
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336971
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Susan Knights
<b>Headteacher</b>	Mrs Jill Wood
<b>Date of previous school inspection</b>	23 May 2007
<b>School address</b>	Meanwood Street Leeds West Yorkshire LS7 1SR
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## Introduction

This inspection was carried out by three additional inspectors. About two thirds of the inspection time was spent looking at pupils' learning. Inspectors observed 11 lessons or part lessons and seven teachers were seen. The inspection team observed the school's work and examined assessments, policies, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and parents. The inspectors analysed 146 questionnaires from parents and carers, and others from staff and pupils.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the quality of provision in the Early Years Foundation Stage in the light of recent staffing difficulties in this area
- the effectiveness of strategies to raise attainment in English and mathematics
- the impact of pupils' mobility on attainment
- how well planning and teaching meets the needs of the more able pupils.

## Information about the school

This is a smaller than average primary school. About a fifth of pupils are from White British backgrounds. Other pupils come from a wide range of ethnic backgrounds with Black African and any other Asian backgrounds being the next largest groups. Nearly two thirds of pupils speak English as an additional language and this is high; a significant number of new arrivals are at an early stage of speaking English. The proportion of pupils with special educational needs and/or disabilities is above average. The nature of these difficulties lies mainly in the areas of emotional, and speech, language and communication difficulties. The proportion of pupils eligible for free school meals is much higher than is normally found. The proportion of pupils who leave and join the school at different times is high. An onsite Children's Centre is managed by a private company. This provision is inspected separately. The before- and after-school provision was part of the 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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Little London has made good improvements since the last inspection and is now a good school. There are some significant strengths to its work. A parent summed up the views of many, 'Little London has made significant strides in the past two or three years'. All pupils in this very positive school community are valued. Equality is promoted exceptionally well and discrimination is successfully tackled. Community cohesion is promoted extremely well and pupils celebrate the different languages, cultures and faiths found within the school. Productive partnerships with schools overseas further enrich pupils' understanding of the wider world. Care, guidance and support make an outstanding contribution to pupils' personal outcomes. Pupils achieve well because of good teaching and a well-planned curriculum.

Good leadership and management are the key to the school's success and the improvements made. The inspirational headteacher has established a 'can do' culture and great teamwork among the staff. Considerable emphasis is placed on pupils' learning, raising attainment and building successful partnerships with parents and carers. The headteacher is well supported by the deputy headteacher and other key leaders. All staff are committed to doing the very best for the pupils and their families. Children start school with skills below those typically expected for their age. The Early Years Foundation Stage has experienced staffing difficulties recently and provision is satisfactory. Children in Reception make good progress in their personal development and satisfactory progress in other areas of learning. There are clear plans to improve these areas. Attainment is below average by the end of Year 6, but pupils make good progress through Key Stages 1 and 2. Teachers establish good relationships with their class and pupils are enthusiastic learners. Pupils make good progress in the development of their language skills because of the attention given to this. Occasionally, tasks are not sufficiently challenging for the more able and at times there are insufficient opportunities for pupils to plan their own work and apply their skills. An interesting curriculum is enriched by a wide range of additional activities.

Pupils make exceptional progress in their spiritual, moral, social and cultural development. They thoroughly enjoy school and this is reflected in their above average attendance. Pupils show considerable respect for others and relate very well to adults and to their peers. Behaviour is good in lessons and around the school. The very few pupils with challenging behaviour are managed effectively by staff. Pupils make an outstanding contribution to the school and to the wider community. They participate in local events such as the 'Lantern Festival' and raise funds for a variety of national and international charities.

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The school's performance is systematically reviewed and effective action is taken to bring about necessary improvements. Since the last inspection, pupils' progress, teaching and the curriculum have all improved from satisfactory to good. Care, guidance and support have improved from good to outstanding. The school knows itself well and demonstrates a good capacity to improve further.

**What does the school need to do to improve further?**

- Improve the provision for children in Reception from satisfactory to good so that children make good progress in all areas of their learning.
- Improve elements of teaching in Key Stages 1 and 2, by:
  - ensuring that in all lessons, there are challenging tasks to fully extend the more able
  - providing more opportunities for pupils to organise their own work, learn independently and apply a range of skills.

**Outcomes for individuals and groups of pupils****2**

Evidence from pupils' work, the lessons seen, assessments and national test results indicate that attainment by the end of Year 6 is below average in English and science and average in mathematics. Attainment has improved because it was well below average at the time of the last inspection. Most pupils, including new arrivals, make good progress. Assessments show that pupils who start in Reception and remain in the school, tend to reach higher standards than those who join later and are only at the school for a short period of time.

Considerable emphasis is rightly placed on developing speaking and listening skills. By Year 6, most pupils have developed into articulate and confident speakers because of the well-planned opportunities for discussion provided. Effective teaching of reading and the wide range of books, including dual language texts, enable pupils to make good progress. Strategies to improve writing are working well. Pupils write for a range of purposes and in different styles. They apply and develop their reading and writing skills effectively in other subjects. For example, pupils in Year 3 used information and communication technology (ICT) and a range of texts to find out about Ancient Egyptian jewellery and the process of mummification. They wrote clear factual accounts of their findings. The emphasis on practical and problem-solving activities and well focused teaching contribute to pupils' good performance in mathematics.

Pupils at an early stage of learning English, particularly those who join other than at the usual times, are carefully assessed and very well supported and this enables them to make good gains in speaking English. Pupils with special educational needs and/or disabilities make good progress because tasks and adult support are well matched to their needs. Both boys and girls are making good progress in English and mathematics. Variations in attainment are not significantly different from the national picture.

Pupils gain in confidence and social skills as they move through the school. Pupils are

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extremely considerate, friendly and polite. They feel safe and extremely well cared for, confident that there is always a trusted adult in the school to turn to if they have a problem or if they are upset. The school council puts forward fellow pupils' ideas contributing to improvements such as playground equipment. Pupils are well prepared for the future economic well-being. Their personal and social skills are very well developed. They make good progress in acquiring skills in literacy, numeracy and ICT.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers create positive classrooms in which pupils can learn. Many pupils said, 'Learning is fun'. Teachers effectively share the purpose of the lesson so that pupils know what they are expected to learn. Pupils have positive attitudes to learning and respond enthusiastically to their teachers' clear instructions and explanations. Questioning is used effectively to challenge pupils and to check their knowledge and understanding. Pupils make good gains in their speaking and listening skills because of the good opportunities to discuss their work in pairs or small groups. In an outstanding Year 6 English lesson, the teacher skilfully encouraged pupils to apply new and

<sup>1</sup> 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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interesting vocabulary as they explained how to maintain and ride a bicycle. The teacher was a great role model for speaking and she provided useful prompts for pupils and ensured that all were engaged and contributed. In the main, tasks are well tailored to pupils' abilities. However, occasionally tasks are too teacher-directed limiting opportunities for pupils to plan and organise their own work and reducing the challenge for the most able. The marking of pupils' work is effective. Marking is well-linked to the learning intentions of the lesson and constructive comments indicate how pupils can improve.

The curriculum promotes good academic progress for pupils and contributes very well to their personal development. A more exciting curriculum has been developed since the last inspection. Good links between subjects add meaning and enjoyment to pupils' learning. Health education is promoted well. This feature and the good physical activities provided, make a valuable contribution to pupils' healthy lifestyles. A good range of additional activities including clubs, trips and visitors enrich pupils' learning. Popular clubs include, choir, Brazilian football, gardening, violin and martial arts.

Outstanding care, support and guidance underpin the school's ethos. First rate induction procedures enable pupils to settle quickly and to thrive. One parent remarked, 'I am very happy with the help and support my child has received'. The extremely well coordinated support from a range of agencies for children and families with particular needs is another clear strength of the school. High quality workshops in numeracy, letter sounds and learning English are successfully helping parents to support their children's learning. The recently formed before- and after-school club is well organised and runs smoothly.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

A dynamic and enthusiastic headteacher is extremely well regarded by pupils, parents and staff. A parent astutely wrote, 'The headteacher manages the school and team very effectively and efficiently'. Senior leaders, staff and governors are focused on doing the very best for all pupils. Little London's journey of continuous improvement is part the school's professional culture.

Good systems to monitor and evaluate the school's performance have been established. Strong subject leadership, effective planning and great teamwork have brought about good improvements. However, leaders and managers are not complacent. They know

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there is work to be done to improve the Early Years Foundation Stage and are determined that the improvements to pupils' attainment and progress are sustained.

Governors are supportive of the headteacher and the school. They show a good understanding of the school's strengths and hold the school to account through constructive questioning and challenge. Statutory requirements are met and there are good procedures to ensure that pupils are protected and safeguarded.

Community cohesion is a great strength and the school promotes equality and tackles discrimination excellently. The school has a very good understanding of the diverse and mobile community it serves because of careful monitoring and the excellent relationships established.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Good partnerships with its parents and effective induction arrangements enable children to settle quickly in Reception. Adults have good relationships with children and there is good attention given to their welfare. As a result, children feel secure, safe and grow in confidence. They enjoy their learning and relate well to their peers. Children make good progress in their personal and social development. Teaching is satisfactory and children make satisfactory progress in most other areas of learning. There are appropriate systems to assess and record children's attainment. However, this information is not always used fully to modify the planning of teaching and learning activities. The balance of adult-led activities and those chosen by children is not currently secure. Children do not always receive sufficient focused teaching in language, letter sounds and numeracy.



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The school has managed staffing difficulties appropriately and is working on improving provision further.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The inspection team received a good response to the survey with most parents and carers returning the questionnaire. The vast majority are happy with their child's experience at the school. They are particularly pleased with safety in school, the sense of enjoyment, the quality of teaching and their children's progress, the management of behaviour and the promotion of healthy lifestyles. The inspection team agrees with the parents' positive views. A very small minority of parents who responded to the questionnaire, do not believe that their children are making enough progress, that their needs are met or that the pupils are sufficiently prepared for the next steps of their education. The inspectors found that most pupils are making good progress. Occasionally, activities and tasks are not fully effective in meeting the needs of the more able. The school prepares pupils well for the next steps of their education. Very positive partnerships with its parents and carers have been established. However, the school is not complacent and senior staff and governors seek to take effective steps to deal with any parents' concerns and suggestions.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Little London Community Primary School and Nursery 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 146 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	62	52	36	1	1	2	1
The school keeps my child safe	90	62	52	36	1	1	0	0
The school informs me about my child's progress	81	55	60	41	2	1	0	0
My child is making enough progress at this school	71	49	65	45	9	6	0	0
The teaching is good at this school	75	51	63	43	5	3	1	1
The school helps me to support my child's learning	73	50	66	45	5	3	1	1
The school helps my child to have a healthy lifestyle	81	55	58	40	2	1	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)	59	40	70	48	9	6	0	0
The school meets my child's particular needs	64	44	68	47	7	5	1	1
The school deals effectively with unacceptable behaviour	75	51	62	42	5	3	0	0
The school takes account of my suggestions and concerns	63	43	72	49	3	2	1	1
The school is led and managed effectively	72	49	63	43	3	2	0	0
Overall, I am happy with my child's experience at this school	81	55	58	40	5	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



26 February 2010

Dear Pupils

Inspection of Little London Community Primary School, Leeds LS7 1SR

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit. There have been good improvements since the last inspection. Yours is a good school. There are also some outstanding areas.

These are the school's main strengths.

- You thoroughly enjoy school and your attendance is good.
- The school is a very positive and welcoming place in which to learn.
- You are making good progress because of the good teaching you receive.
- Behaviour is good and you get on very well with others.
- Interesting learning activities are provided, including clubs and visits.
- You have a good understanding of how to keep healthy and fit.
- You feel very safe at school because the teachers and other adults take exceptionally good care of you and provide outstanding support and guidance.
- You make super contributions to the school and to the wider community.
- You have a strong understanding of different faiths and how people live in different parts of the world.
- The school is extremely well led by your headteacher and she receives good support from other senior staff.

We have asked the headteacher, governors and teachers to do a few things to make the school even better:

- improve the range of learning activities for children in Reception so that they make good progress in all areas of learning

Enable you make to more progress in lessons by:

- giving you harder work, especially those of you who find learning easy
- providing more chances for you to organise your own work and to work independently.

You can help by continuing to work hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely,

Derek Watts

Lead Inspector

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