

# Ireland Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	107896
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336974
<b>Inspection dates</b>	13–14 July 2010
<b>Reporting inspector</b>	Roger Gill

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>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Raminder Aukla
<b>Headteacher</b>	Mr Ian Blackburn
<b>Date of previous school inspection</b>	6 March 2007
<b>School address</b>	Raynel Gardens Leeds West Yorkshire LS16 6BW
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<b>Email address</b>	headteacher@irelandwood.leeds.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The team observed 10 lessons taught by seven teachers. Meetings were held with a parent, groups of pupils, governors and staff. Inspectors observed the school's work and looked at a range of evidence including the school's documents for self-evaluation, the tracking system used to monitor pupils' progress and the work pupils were doing in their books. Inspectors studied the 50 questionnaires completed by parents and carers as well as those completed by pupils and staff.

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

- additional information about groups of pupils to support the school's view that all groups make good progress
- all aspects of pupils' personal development because outcomes are close to being outstanding
- the full impact of the new team of leaders as a result of recent initiatives and changes
- whether children make good or outstanding progress in the Early Years Foundation Stage, to confirm the school's self-evaluation.

## Information about the school

Ireland Wood is an average-sized school in which the proportion of pupils known to be eligible for free school meals is above average. There are above average numbers of pupils from minority ethnic heritages. Many pupils are learning English as an additional language, but only for a very small minority is this at an early stage. An above average proportion of pupils have special educational needs and/or disabilities. The school has a resourced provision for pupils with complex physical and medical needs, which is why the proportion of pupils with a statement of special educational needs is six times higher than is typical nationally. A small group of pupils are looked after in public care. Since the school's last inspection it has experienced an almost total change in staff including the headteacher. Beyond the school's many nationally recognised awards that it has held for at least three years, it has recently achieved the FMSIS for financial management. There is a children's centre on site. This provision is not managed by the governing body and as such was 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?**

**2**

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

**2**

## Main findings

Ireland Wood is a good school. It has emerged well from a turbulent period of staffing changes during which pupils' progress slowed. Some aspects of the school are as outstanding as they were in 2007 when the school was last inspected. Inclusion is the school's overriding strength irrespective of pupils' background, ethnic heritage, special educational needs and/or disabilities – as well as those in the resourced provision – or skill in speaking English. The way in which all pupils feel safe, contribute to school life, adopt healthy lifestyles and develop other key personal qualities is excellent. These all stem from the first-rate provision in terms of safeguarding, care, guidance and support, links with parents and carers, partnerships and community cohesion. Pupils' spiritual, moral, social and cultural development is lifted to a high level through the school's international partnership with a school in South Africa and the way it collaborates with two other schools locally to forge this link.

Good teaching, based on a well-tailored curriculum, has ensured that attainment is average by the end of Year 6 and that progress is generally good across the school. There are minor differences between subjects and groups of pupils that prevent standards being higher or learning being quicker. The school has a firm grasp of these issues but has not had time to tackle them fully. In mathematics, not all pupils are confident enough in using basic calculations to solve everyday problems fast enough. Assessment is used well in teaching to set work at the correct level but some higher-attaining pupils are not always guided well enough to make the best possible progress in reading, writing and mathematics. Pupils know how well they have done because teachers mark work well and give due praise in lessons but pupils are not yet fully conversant in what they need to do to improve their levels of attainment.

Leaders and managers at all levels, including governors, have a firm knowledge of the school's strengths and areas for development. Thorough self-evaluation has produced good plans to raise attainment even further. The school's swift recovery after recent changes and rising standards both demonstrate a good capacity to sustain the school's upward trajectory. The school has overcome many potential barriers to learning by its relentless emphasis on inclusion and teamwork, which is why younger pupils in an assembly were so animated and knowledgeable when thinking about their thought for the day: 'Alone we can do little; together we can do so much.'

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

- Raise achievements in mathematics by quickening pupils' progress in calculation and increasing their confidence in using their knowledge to solve everyday

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problems.

- Raise attainment further by accelerating the progress of higher-attaining pupils in reading, writing and mathematics.
- Develop pupils' engagement in their learning by ensuring that all pupils can discuss how well they have done and what they need to do to reach the next level in their learning.

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

The good quality of learning ensures that pupils progress well except, by comparison, for some in their use of mathematical calculations. Pupils enjoy lessons: their learning is often characterised by a positive buzz of activity in which discussion and collaboration are the key features. Pupils from the provision are fully included in every lesson. This creates a great sense of community. In a Year 4 lesson, for example, pupils enjoyed discovering more about the average, mean and mode by using everyday items to help them with their calculations. Discussion was animated, with hand signing when needed, and outcomes were recorded in various ways depending on pupils' abilities with regard to verbal or physical communication.

The average standards at the end of Year 6 represent good progress after the recent downturn in attainment. Learning is speeding up again; very rapidly in Year 3 and Year 6 where pupils' current work shows them to have shot ahead sometimes at twice the national expected rate. Overall, most groups, including boys, girls, looked after pupils and those who speak English as an additional language, progress well. Those with special educational needs and/or disabilities achieve equally well owing to the well-tailored teaching they receive.

Some first-rate personal qualities help pupils to enjoy and achieve well. Their excellent participation in school life is typified by the wearing of coloured caps. Different colours represent help with minor injuries, mediation and support for playground games. In these respects, pupils glow with pride when talking about how well involved they are in school life. They make outstanding progress in developing some personal qualities. Behaviour is good. Most pupils understand wisely that occasional outbursts can be expected and that peer mediators, for example, act well on everyone's behalf. Pupils are rightly proud of the way that they run the school's radio station, which plays requested music and gives them a platform on which to spread a message of community and collaboration. Furthermore, the school council is very proud of their decision to spend money on lower basketball nets so that wheelchair users could join in more easily.

*These are the grades for pupils' outcomes*

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<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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<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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Good teaching provides well-planned learning that is well pitched for different groups of pupils.. Pupils are provided with practical activities that appeal at all levels. Whether they are planning their own virtual tours on computers in Year 6 or investigating, in Year 1, why we use standard units for measurement, pupils are animated in their learning because teaching fires their imaginations. Those who need extra help with physically manipulating the resources get plenty of opportunities. Pupils who speak English as an additional language get many chances to talk about their ideas before writing them down. Teachers, who manage up to five other adults (teaching assistants) in the room, do so with skill. By comparison, it is sometimes higher attainers who are not sufficiently helped to progress as rapidly as befits their capabilities. The majority of pupils know the purpose of lessons and how their progress will be judged but it is in discussing these aspects that many lack confidence.

The curriculum is good in that the promotion of basic skills across the whole timetable has a positive effect on pupils' achievements. Moreover, there is a wealth of clubs and other extra-curricular activities to inspire and motivate pupils. For example, the school's radio station, which broadcasts at break and lunchtime, is a great idea that attracts many volunteer would-be DJs. The excellent care, guidance and support provided for pupils produce many first-rate outcomes. In respect of the average attendance, a good underlying trend is often affected by the justifiable absence on medical grounds of pupils in the provision.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	3
<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?

Leaders have tackled the issues arising from a significant change in staff and increased the rate of pupils' learning in a relatively short time. As a result, pupils' attainment in Year 6 is now average again after a couple of years of low results. The headteacher with a new but nonetheless effective team of senior leaders has injected a sense of ambition and drive into all the school does. Governors work well in partnership providing just the right balance of support and challenge to make sure the school's recovery continues at a pace. The success of pupils in the resourced provision is assured because they are integrated so well and taught skillfully so that they make good progress.

Notwithstanding some differences in progress by higher attainers, equality of opportunity is promoted well and discrimination is not tolerated. Pupils whose circumstances make them vulnerable and their families receive top-quality support even when parents and carers find it hard to keep in touch with the school. The school's procedures for safeguarding pupils are excellent. For example, the procedures for safety in the building taking into account the number of wheelchairs and standing frames in use are extremely well considered. The school's infectious sense of community is extended by, for example, local links with older citizens and international partnerships in India and Africa – all of which make the school's contribution to the promotion of community cohesion outstanding.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>

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<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

Children make good progress from below nationally expected levels overall. Some join Reception with attainment that is well below expected levels in writing and calculation while others meet expectations easily. The balance between being taught knowledge and skills directly and developing these skills through freely chosen play is provided for well. When adults guide learning they often ask useful open-ended questions. For example, some children were improvising music to the words of a poem and were asked, 'What sound would water make as it flows over a stone?' Attainment overall reaches most national goals by the end of Reception. Provision for the different needs of individuals is considered carefully, particularly as a result of the way staff record how children achieve, including when they are playing without adults' direction. The facilities inside and outside the setting enhance children's learning well, except that of the two outside spaces one is rather sparse in terms of equipment.

Good leadership and management in the Early Years Foundation Stage make sure that all children progress well overall. The diversity of cultures and backgrounds is celebrated to good effect. For example, teaching assistants read stories in Farsi and Arabic. Self-evaluation is thorough and effective. In this way the school knows that, as well as the issue of play outside, children's achievements in writing and calculation could be higher. A good start has been made already in planning for and implementing developments in these respects.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Although the response was relatively low, the vast majority of the inspection questionnaires showed that parents and carers are very satisfied with the school. A very small minority had concerns about issues related to their children's progress as a result of the many staffing changes. Inspectors agree that changes since 2007 slowed progress up until this year. In 2009/10, pupils' learning has become good in most



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respects.

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

Ofsted invited all the registered parents and carers of pupils registered at Ireland Wood 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	74	13	26	0	0	0	0
The school keeps my child safe	42	84	8	16	0	0	0	0
The school informs me about my child's progress	34	68	12	24	4	8	0	0
My child is making enough progress at this school	34	68	14	28	1	2	1	2
The teaching is good at this school	36	72	10	20	2	4	0	0
The school helps me to support my child's learning	30	60	17	34	3	6	0	0
The school helps my child to have a healthy lifestyle	34	68	13	26	2	4	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)	29	58	18	36	3	6	0	0
The school meets my child's particular needs	35	70	12	24	2	4	1	2
The school deals effectively with unacceptable behaviour	30	60	19	38	0	0	0	0
The school takes account of my suggestions and concerns	31	62	16	32	3	6	0	0
The school is led and managed effectively	34	68	13	26	3	6	0	0
Overall, I am happy with my child's experience at this school	36	72	12	24	2	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



15 July 2010

Dear Pupils

Inspection of Ireland Wood Primary School, Leeds, LS16 6BW

Thank you for your help when the other inspectors and I visited your school.

We thoroughly enjoyed our two days with you. What struck us most was the way in which you all get along so well with each other. Furthermore, those of you in wheelchairs or who have difficulty in getting around can have a go at anything, like cricket and basketball, and you do! Your questionnaires revealed how very positive you are about school life, particularly how safe you feel and how all the adults do such a good job. Those of you we spoke to said exactly the same and we agree.

You go to a good school. Your progress in lessons combined with some excellent features in your personal development ensures that you enjoy school a lot. For example, the way that you adopt a healthy lifestyle is first-rate. Three quarters of you eat and thoroughly enjoy a healthy school lunch, which is way above the national average, so well done. Everyone has coped well with all the recent changes to help the school make some rapid improvements.

I know everyone wants to do even better, so I have asked your school to do three things to improve. Your teachers need to make sure that you all become fully confident in the skills of calculation so that you can use them to solve mathematical problems more quickly. Those of you who can learn at above average levels should be guided in how to do even better in reading, writing and mathematics. Finally, your teachers need to make sure that you can discuss how well you have done in your work and what you need to do to improve. I am sure that you can all rise to any new challenges that come your way. Meanwhile, continue to enjoy learning in such a vibrant school with children from so many backgrounds and with so many individual needs and talents.

Yours sincerely

Mr Roger Gill

Lead inspector

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