

Grimes Dyke Primary School

Inspection report

Unique Reference Number	107924
Local Authority	Leeds
Inspection number	336977
Inspection dates	22–23 September 2010
Reporting inspector	Philip Jarrett HMI

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	236
Appropriate authority	The governing body
Chair	Mr Stephen Pace
Headteacher	Miss Louise Hill
Date of previous school inspection	2 July 2008
School address	Stanks Drive Leeds West Yorkshire LS14 5BY
Telephone number	0113 2941066
Fax number	0113 2941060
Email address	headteacher@grimesdyke.leeds.sch.uk

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. The inspectors visited 18 lessons and observed all nine teachers at least once. They held meetings with groups of students, governors and staff. They observed the school's work and looked at a range of other evidence including lesson plans, school policies, assessment data and case study files. They also looked at all the questionnaires completed by pupils and staff, and at the 30 questionnaires completed by parents and carers.

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

- Is there sufficient evidence that learning and progress are either now good or improving securely and quickly?
- Is provision in the Early Years Foundation Stage now in a position to give children an effective start to their education?
- Is the quality of teaching currently consistent enough to ensure that pupils are making better progress?
- Is the school right to consider that it provides well for vulnerable pupils and has effective provision overall for inclusion?

Information about the school

Grimes Dyke Primary School is an average size school whose pupils mostly come from White British backgrounds. There are currently more boys than girls on roll. The proportion of pupils known to be eligible for free school meals is high. The number of pupils with special educational needs and/or disabilities is above average and those with a statement of special educational needs is high, largely because the school has specialist provision for nine pupils with severe speech and communication difficulties. The school has received a number of awards including Investors in People, the Stephen Lawrence Education Standard and the Inclusion charter mark. The previous headteacher left at the end of the summer term 2010 and had not been replaced at the time of the inspection. The previous deputy headteacher was acting headteacher during the inspection. The school nursery forms part of a local split-site Children's Centre.

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

Grimes Dyke Primary School provides a satisfactory and improving education for its pupils. Attainment on entry to the school is very low. Standards remain low at the end of Key Stage 2, but the progress made by pupils is satisfactory overall. Some pupils, including many of the most vulnerable, make good progress as a result of well targeted support and recent improvements to the curriculum. There is a clear recognition across the school that standards need to be higher, especially in English and mathematics, and this is being tackled systematically and with rigour.

The school has a good capacity for further improvement because all members of staff work closely together, there is a very positive climate for learning throughout the school, and senior leaders have correctly identified the most urgent priorities for development. In addition, there have been a number of improvements since the previous inspection. Standards in science have improved substantially, the school has introduced some effective intervention programmes that are helping to raise standards of reading, and the curriculum is now good. Senior leaders have identified clearly the need to provide a curriculum that is more effective in motivating and stimulating pupils who tend to lose interest in lessons if not fully engaged. The planning, implementation and monitoring of recent changes to the curriculum, especially in subjects other than English, mathematics and science, have been thoughtful and systematic. These changes have improved pupils' attitudes and are beginning to raise standards, for example, in writing.

The school is an orderly and welcoming place. Pupils and staff enjoy coming to school and relationships are good. Pupils feel safe and they are well cared for. A strength of the school is its support for the many pupils who either struggle with basic skills, especially in communication, or have other learning or emotional difficulties. All pupils are well integrated and make good progress in areas such as moral and social development. Pupils are polite to visitors and often go out of their way to help and support each other. They are keen to learn in lessons but tend to lack concentration and can easily be distracted, especially where the pace of learning is too slow.

Teaching varies in quality but is satisfactory overall. Teachers' plans are not always consistently effective in identifying clearly enough the learning for pupils within individual lessons and feedback to pupils does not help them to recognise the next steps in their learning. The school has very clear expectations about teaching and assessment and published guidelines are very helpful. However, the current improvement plan for teaching lacks specificity in identifying what teachers should be doing more effectively in their classrooms.

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What does the school need to do to improve further?

- Raise pupils' attainment in English and mathematics at the end of Key Stage 2 by improving the consistency of teaching, through:
 - ensuring that all lessons have sufficient pace to maintain pupils' concentration
 - reviewing approaches to planning to ensure that all lessons have clear learning objectives based on outcomes for pupils
 - improving feedback to pupils about the next steps in their learning
 - identifying more clearly in action plans the specific ways in which the quality of teaching can be enhanced across the school.
- Up to 40% of the 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 enter the school with skills that are well below national expectations. Standards remain low at the end of Key Stages 1 and 2, although attainment in science has improved in the past couple of years. The gap between girls' and boys' attainment is substantial, especially in English. Test data and evidence from the inspection confirm that progress is satisfactory and improving quickly. Pupils have responded with considerable enthusiasm to some of the recent curriculum changes and are always keen to do well. They help each other with their learning and enjoy working in pairs and small groups. However, some pupils lack stamina in their learning and many find it difficult to work independently, tending to rely too much on their teacher's guidance. Their communication skills are not well developed and they often find it difficult to express complex ideas. Pupils with special educational needs and/or disabilities make good progress. This is the result of effective intervention work, especially in reading, and substantial and well planned support both in the classroom and in small withdrawn groups.

Most pupils behave well and on the rare occasions when this is not the case staff deal effectively with any problems that arise. School rules on behaviour are well understood, consistently implemented and effective. Pupils feel safe and, as a result of direct and well-focused teaching, know clearly what to do, for example, should they see a stranger in school. They satisfactorily appreciate the need for regular exercise and a healthy diet. Most pupils get on well with each other and many show real sympathy and support for others when problems arise. They are developing their understanding of different cultures as a result of school actions and engage well in school with pupils from different backgrounds. Spiritual development is enhanced by some imaginative curriculum events but is constrained by limited opportunities for whole school assemblies.

These are the grades for pupils' outcomes

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	3
Taking into account: Pupils' attainment ¹	4
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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is variable at present. Pupils respond more enthusiastically at present to learning in the cross-curricular topic lessons than in English and mathematics. The best teaching shows good teacher knowledge and enthusiasm, together with effective use of information and communication technology. Teachers work closely with teaching assistants and other adults to match work well to pupils of different ability, providing considerable support for some vulnerable pupils. Teachers have high expectations of pupils' behaviour, although the management of discussions is not always effective enough.

The school has introduced a curriculum that seeks to motivate pupils by giving them good quality first-hand experiences, and by making use of topic-based work that helps to sustain pupils' interest and enables them to apply their skills across subjects. Pupils are motivated, for example, by the sudden unannounced appearance of a tent on the school field, as part of their work on Scott of the Antarctic, or a stranger in role as another historical character. During the inspection, Year 6 pupils were 'evacuated' as part of their history topic and subsequently visited a local hall where troops had been billeted during the Second World War. Such experiences stimulate pupils and give them, for example, a strong purpose for their writing or research. An imaginative approach to homework has been effective in engaging parents and carers to support their children and encouraging independent work. At the same time, the school has continued to

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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allocate substantial time to developing basic skills in English and mathematics, and in these subjects making better use of the more creative approaches seen elsewhere. Parents, carers and pupils agree that this is a caring school. Staff understand pupils' needs well and there is always someone that pupils can turn to during difficult times. Pupils' progress in all areas is monitored closely and the work of the inclusion team is particularly effective in helping the many vulnerable pupils in the school. Their work is marked by the considerable number of pupils given support, the close monitoring of progress, and the active engagement of parents and carers. As a result, pupils with learning or emotional needs are helped to contribute fully to school life and make good progress. Attendance improved to broadly average last year as a result of well planned monitoring and action.

These are the grades for the quality of provision

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

How effective are leadership and management?

Improvements in the curriculum, thoughtful plans to widen the range of pupils' cultural experiences and some evidence of rising standards, are all the result of effective leadership and committed staff support. Development plans set out very clearly the need to improve attainment and focus rightly on developments in the quality of teaching. The school's strengths and weaknesses have been clearly identified as a result of effective monitoring and evaluation involving all members of the school, including, where appropriate, pupils and their parents and carers. Very systematic tracking of progress ensures fairness and support for all pupils. New initiatives are especially well evaluated for their impact on standards or attitudes, as in the broad range of reading programmes. Work is developing with the community. The school understands its local community very well although planning is not yet sufficiently well integrated in this area. Safeguarding responsibilities are taken seriously and help to keep pupils safe while child protection procedures were robust at the time of the inspection. Good support is provided by an effective governing body with a very good understanding of the school's strengths and weaknesses.

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	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The 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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

On entry into the school, children settle well into the nursery and join in activities with enthusiasm. They play well together and enjoy making use of the outdoor area. They feel secure and know that adults will help them. Resources are easily accessible to children and they move confidently between indoor and outdoor play. They understand that it is important to learn and regular monitoring by staff helps children to understand what they should do next to make progress. There is a good balance between adult-directed activities and free choice although at times there is too little structure to the play activities for the older pupils. Parents and carers are well involved through home visits and there are opportunities for them to stay in school, either to help their children or to discuss issues with the teachers. Many children have skills that are well below expectations on entry, especially in areas of literacy and personal development. Their progress is tracked well and evidence indicates that overall children make satisfactory progress, with the lowest achievers beginning to close the gap on other children. The Early Years Foundation Stage is at present in a transitional phase in terms of staffing and management. Current developments are being carefully supported though training and work with the local authority. The school acknowledges that better links are needed with the children's centre in order to improve outcomes for children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

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Views of parents and carers

The inspection team received only a small number of completed questionnaires from parents and carers. As the table below shows, these were almost wholly positive about the school. The few additional comments received tended to praise the way that staff supported pupils or dealt promptly with issues. The inspection team's evidence broadly supported parents' and carers' views that children enjoy school and are kept safe, and that the school deals vigorously with any unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grimes Dyke 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	63	11	37	0	0	0	0
The school keeps my child safe	22	73	8	27	0	0	0	0
The school informs me about my child's progress	15	50	15	50	0	0	0	0
My child is making enough progress at this school	13	43	17	57	0	0	0	0
The teaching is good at this school	15	50	15	50	0	0	0	0
The school helps me to support my child's learning	14	47	15	50	1	3	0	0
The school helps my child to have a healthy lifestyle	16	53	14	47	0	0	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)	19	63	11	37	0	0	0	0
The school meets my child's particular needs	14	47	16	53	0	0	0	0
The school deals effectively with unacceptable behaviour	15	50	14	47	0	0	0	0
The school takes account of my suggestions and concerns	15	50	14	47	1	3	0	0
The school is led and managed effectively	13	43	17	57	0	0	0	0
Overall, I am happy with my child's experience at this school	16	53	14	47	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ 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.



24 September 2010

Dear Pupils

Inspection of Grimes Dyke Primary School, Leeds

It was good to meet so many of you during the inspection on the 22-23 September. My colleagues and I very much enjoyed talking to you and hearing your views about school. We thought that you were very polite and welcoming. We also noticed how well most of you work together and help each other. You said that behaviour was usually good and that teachers dealt quickly if anyone misbehaved. We agree with you. You told us that you feel safe in school and that you know who to turn to if any problems arise. We think that the school cares for you well. In particular, there are always lots of staff to help you when you need it, for example, when you are trying to improve your reading.

You also told us that you enjoy the new topics and some of the ways in which you are working. For example, we know that the Year 6 pupils enjoyed the experience of being 'evacuated' as well as their visit to a local hall to study the Second World War. The teachers have made changes to the curriculum and it is now good. You enjoy most of the lessons although some pupils lose concentration from time to time.

The school is trying to raise standards. They have been successful in science over the past couple of years. The school's leaders know what needs to be done and we are confident that they can help you to get better in English and mathematics. We have suggested that you will do better in lessons if teachers:

- make it clear to you what you will be learning in each lesson
- help you to understand how to improve your work
- keep lessons fairly active so that you do not get bored
- plan together how they are going to make all teaching effective.

I know that you all want to do well in school so perhaps you can all help your teachers by trying to work even harder, especially in your English and mathematics lessons.

Yours sincerely

Mr Philip Jarrett

Her Majesty's Inspector

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