

# Seacroft Grange Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107928
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336979
<b>Inspection dates</b>	18–19 January 2010
<b>Reporting inspector</b>	Brenda Clarke

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Terry Ayres
<b>Headteacher</b>	Mr Michael O'Grady
<b>Date of previous school inspection</b>	8 June 2007
<b>School address</b>	Moresdale Lane Leeds West Yorkshire LS14 6JR
<b>Telephone number</b>	0113 2605385
<b>Fax number</b>	0113 2605385
<b>Email address</b>	ogradym02@leedslearning.net

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	18–19 January 2010
<b>Inspection number</b>	336979

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 67% of their time looking at learning; observing 11 teachers in 11 lessons for periods lasting between 25 to 30 minutes. They also held meetings with governors, staff and groups of pupils and other professionals who support the school. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. They also analysed 173 questionnaires returned by parents.

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

- the school's strategies to improve pupils' standards and achievement in writing and the attainment of the more able pupils in mathematics
- the effectiveness of teaching and the curriculum in meeting the needs of specific groups of pupils
- pupils' understanding of communities different to their own
- the effectiveness of leaders at all levels, including subject leaders and governors, to drive and sustain improvement
- pupils' personal development and care.

## Information about the school

Seacroft Grange is a medium-sized school drawing pupils from close to the centre of Leeds. The proportion of pupils eligible for free school meals is well above average and the proportion of pupils with special educational needs and/or disabilities is higher than normally found. Most pupils are White British. The number of pupils who speak English as an additional language is rising but remains below national averages. The school provides for the Early Years Foundation Stage in two Reception classes. The school has gained the Inclusion Mark and Advanced Healthy standard. A before- and after-school club provides care for pupils from the local cluster of schools and 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

This is a good school that is very popular with parents who appreciate the outstanding care their children receive. Standards of safeguarding are exceptionally high so that pupils feel very safe. One pupil mirrored the comments of many when saying, 'This school looks after me and treats me fairly'.

From low starting points pupils, including those with special educational needs and/or disabilities, achieve well to attain average standards at the end of Year 6 in reading and mathematics and above average standards in science. Pupils' progress in writing is satisfactory. This is because pupils' below average speaking skills and limited vocabulary choice often impacts on their confidence as writers. This also results in fewer pupils achieving the higher levels in writing in national tests. The school is currently developing whole-school initiatives to address this issue.

Teaching is good overall. Teachers have good skills in behaviour management so that pupils behave well and work diligently in lessons. Relationships at all levels are outstanding, enabling pupils to feel safe, confident and valued. Well-briefed teaching assistants support vulnerable pupils very effectively, enabling them to make good progress in lessons. The guidance given to pupils to improve their work through teachers' marking and use of individual targets is satisfactory but is inconsistent between classes.

The curriculum is good. Pupils particularly appreciate the breadth and balance of provision which enables them to enjoy their learning in a variety of ways; for example, out-of-school activities and exciting visits and visitors. In the Early Years Foundation Stage a sound curriculum ensures that children achieve satisfactorily, but there are limited planned opportunities for children to reinforce and extend their learning when working independently. Planning for outdoor provision is limited and restricts opportunities for learning and transferring skills outdoors.

Pupils think deeply about others, eagerly take on responsibilities at all levels and contribute well to the school and the local community. The clarity of vision and commitment of leaders and managers at all levels, including governors, are central to communicating the school's high ambition. The school knows itself well. No-one is complacent and all staff work as an effective team to enhance provision. Hence, this is an improving school with a good capacity to improve further.

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

- Raise standards in writing by:

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- developing pupils' confidence as speakers
- developing more opportunities for pupils to apply and develop their writing and speaking skills across the curriculum
- developing pupils' ability to write more extensively for a variety of audiences
- providing additional challenge for higher attaining pupils.
- Develop children's involvement in the assessment of their learning by:
  - ensuring that teachers' marking provides specific guidance on children's next steps in learning
  - ensuring that in all lessons children know what they have to do to succeed
  - ensuring that pupils' personal targets are consistently evaluated and adapted to meet their learning.
- Plan opportunities that reinforce and extend learning more effectively in the classroom and outdoors for children in the Early Years Foundation Stage.

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

Cohorts vary in size and composition so that standards also vary year on year. However, analysis of the school's tracking indicates that standards are improving steadily. Most pupils achieve well and a significant minority exceed their age-related targets. From starting points that are well below those typical of four-year-olds, overall progress is good in Key Stage 1 so that by the end of Year 2 pupils' standards are below rather than well below average. This good progress continues so that by the end of Year 6, pupils' overall attainment is in line with national averages. Inspection evidence also suggests an improving picture, particularly in mathematics and science, because more are on track to attain the higher Level 5. Pupils with special educational needs and/or disabilities and those who speak English as an additional language play a full part in lessons. With the support of knowledgeable teaching assistants, they make good progress, persevere and enjoy their learning.

Pupils make satisfactory progress in writing and are benefiting from the programme of letters and sounds introduced across the school. They make satisfactory rather than good progress. A significant reason for this is that pupils' personal writing targets do not always closely meet their differing needs and pupils are not always sure of how to improve their work. Pupils are sometimes unclear as to exactly how well they are doing and what they need to do to improve. This goes some way to explaining why too few pupils attain the higher levels in writing. In the lessons observed during the inspection, most pupils were enthusiastic learners who showed interest in their work and demonstrated a will to succeed. Most listened carefully to their teachers and others. A significant minority of pupils, however, were quite passive in lessons and many showed a reluctance to answer questions when not routinely challenged to do so. This lack of confidence and reticence as speakers impacts on pupils' written work by reducing vocabulary choice and flow of writing and is a key reason why progress in writing is satisfactory rather than good.

**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

Children's understanding of staying safe is outstanding and is informed by good curricular opportunities, regular class discussion and visitors such as the community constable. Attendance is satisfactory and improving. Pupils have an outstanding understanding of how to stay healthy as evidenced in the Advanced Healthy Standard achieved by the school. Within pupils' good spiritual, moral, social and cultural development there are some particular strengths, such as pupils' sense of right and wrong and high levels of concern for others. Behaviour is good overall and exemplary in school assemblies. Pupils are enthusiastic learners who persevere and work cooperatively with others. This contributes significantly to their good workplace skills. Pupils have a good awareness of the different ethnic groups within their school and local community but are less secure in their understanding about life in multi ethnic Britain. Their experience of different cultures and religions is satisfactory but they have few opportunities to learn alongside children from other ethnic and cultural groups represented nationally.

Pupils willingly contribute to many aspects of school life and take their roles very seriously; for example, when working as playground mentors they befriend others and include them in their games. School council members take their roles seriously and reflect wisely on the needs of the school. Links with the community are good, enabling pupils to contribute to local initiatives such as clean-up operations.

*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>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>2</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

<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.

**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

<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
--	----------

### How effective is the provision?

Teachers use their good knowledge of pupils, gained from effective assessments, to provide work that is interesting and engaging and mostly builds on pupils' earlier learning. Activities are matched well to pupils' differing abilities and provide the right amount of challenge for pupils to enjoy success. Just occasionally the planned activities do not promote learning well enough so that pupils make satisfactory rather than good progress. For example, in some mathematics lessons observed during the inspection, pupils were not challenged to explain the steps they had used in mental calculations. As a result, opportunities were not taken to reinforce pupils' speaking skills. An over reliance on textbooks particularly affected the higher attaining pupils who diligently worked through many single step calculations but had too little time to apply their learning to more challenging mathematical investigations. Lessons are introduced well and pupils are given clear instructions about the tasks. However, teachers do not consistently relay their expectations of what a successful piece of work will contain, limiting the scope of learning for some pupils especially when writing. Teaching assistants work very closely with teachers and play a full and important part in lessons. The support they provide for pupils, particularly for those who have difficulty with learning, has a very positive effect on pupils' enjoyment of lessons and the progress they make.

The curriculum meets the needs of pupils well and successfully promotes their enjoyment of learning. It is enhanced by many creative opportunities such as working with a talented art teacher employed by the school, choral singing or playing a musical instrument. Such activities give pupils esteem and contribute significantly to their personal development and enjoyment. The school's work with the Children's University is increasing the scope of provision, enabling pupils to follow their interests as they access an even wider range of out-of-school clubs.

The outstanding care, guidance and support of pupils is a strength of provision. A well-orchestrated team of adults works coherently to link children and their parents with a wealth of support networks. Vulnerable pupils receive excellent sustained support in both school and holiday periods ensuring that most attend regularly and achieve well. Initiatives such as The Walking Bus and Breakfast club give pupils a secure start to the day. The after-school club is safe and stimulating and is much appreciated by parents and children

*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	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

**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

<b>The effectiveness of care, guidance and support</b>	<b>1</b>
--	----------

## How effective are leadership and management?

The headteacher knows his school well and gives a very effective steer to all levels of provision. Together with the deputy headteacher, they set ambitious and challenging targets. Rigorous monitoring and evaluation procedures are used to identify any areas of weakness in pupils' learning and effective measures taken to address these. Leaders at all levels, including subject leaders and governors, are effectively engaged in school development and, as a cohesive team, are focused on raising pupils' standards and provision further. Plans for improvement are clearly written, appropriate and well-understood. The school has good strategies to promote equality and tackle discrimination, ensuring an anti-racist perspective is built into the curriculum. In this school every child really does matter, enabling pupils to make good progress and achieve well.

The governing body offers good support and challenge and has recently introduced a highly effective governors' website to share expertise and information. The school communicates well with parents and is particularly effective in supporting families with specific needs. Safeguarding procedures are exemplary. The school promotes community cohesion very well in the local community. There are established links internationally but limited opportunities for pupils to meet with other cultural and socio-economic groups in the wider community. Partnerships with other schools and agencies are outstanding and make an excellent contribution to pupils' good achievement and well-being. The school takes a leading role in improving provision in the community; for example, running the after-school club and sharing facilities with other community groups, thereby enriching provision further for pupils.

*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>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>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Satisfactory provision in the Early Years Foundation Stage enables children to make a sound start to their education. Children's skills are well below those expected for their age when they enter the Reception classes. They achieve satisfactorily in their early learning and progress particularly well in their personal, social and emotional development and in learning the sounds that letters make. In other areas children make satisfactory progress and are well below expected levels in the key aspects of writing, calculating and speaking skills on entry to Year 1. The quality of teaching is satisfactory. Teachers manage children well so that children are happy and confident. Children interact well with each other and enjoy warm relationships with caring staff.

Children receive good direct teaching, for example learning the sounds that letters make. They have limited opportunities to reinforce their learning through planned and self-initiated activities in other areas of the classroom. Teachers' planning is orientated to the activities to be undertaken rather than the skills and vocabulary to be taught. This reduces the scope of learning overall. Planning for the use of outdoor provision is brief and does not consistently enable the transfer of skills from indoors to outdoor learning. Parents appreciate the well thought out arrangements for entry into the Reception classes and the sensitive care provided for their children. Leadership is satisfactory and ensures equality of opportunity across both classes. Children's progress is observed but assessments do not routinely feed into children's next steps in learning. Good links with external agencies effectively promote children's health, welfare and progress.

### *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

Most parents are very positive about the way their children are educated and nurtured. Parents and carers feel strongly that their children enjoy school and that the school keeps children safe. Most agree that teaching is good and that their children make good progress. A small minority expressed concerns about how the school helps them to support their children's learning. Whilst inspection findings provided no evidence to support this judgement, the school has recently introduced homework diaries to

**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

enhance this provision.

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

Ofsted invited all the registered parents and carers of pupils registered at Seacroft Grange 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 173 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	43	86	50	9	5	2	1
The school keeps my child safe	75	43	84	49	10	6	2	1
The school informs me about my child's progress	75	43	87	50	8	5	1	1
My child is making enough progress at this school	71	41	89	51	8	5	0	0
The teaching is good at this school	70	40	89	51	9	5	0	0
The school helps me to support my child's learning	67	39	81	47	20	12	0	0
The school helps my child to have a healthy lifestyle	65	38	86	50	17	10	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)	65	38	88	51	9	5	1	1
The school meets my child's particular needs	67	39	88	51	11	6	0	0
The school deals effectively with unacceptable behaviour	70	40	78	45	16	9	5	3
The school takes account of my suggestions and concerns	59	34	91	53	14	8	1	1
The school is led and managed effectively	72	42	80	46	11	6	0	0
Overall, I am happy with my child's experience at this school	82	47	80	46	7	4	1	1

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.**



20 January 2010

Dear Children

Inspection of Seacroft Grange Primary School, Leeds, LS14 6JR

I would like to thank you on behalf of the team for the warm welcome you gave us on our recent visit to inspect your school. We thoroughly enjoyed finding out about your work and the ways in which you help around the school and in the local community.

Yours is a good school that has some outstanding features. You tell us that you enjoy school because your teachers help you and that you learn a lot in lessons. You make good progress in reading, mathematics and science and your progress is satisfactory in writing. Some of you tell us that you do not know how well you are doing. You really enjoy the good range of interesting extra activities at lunchtime and after school. You feel very safe because adults care about you. Your behaviour is good and you are polite and show real concern for others. You know how to stay healthy and enjoy Wake and Shake!

We have asked your headteacher, the staff and governors to do three things to make your school even better for you.

- Make sure that your standards in writing reach those of reading.
- Improve teachers' marking and the targets they set for you so that you are sure about the progress you are making and what you need to do to improve.
- Make sure that children in the Reception classes have good opportunities to practise new skills indoors and outside especially when working independently.

You can help by keeping up the hard work!

Yours sincerely

Brenda Clarke

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**