

Shakespeare Primary School

Inspection report

Unique Reference Number	107938
Local Authority	Leeds
Inspection number	336983
Inspection dates	9–10 June 2010
Reporting inspector	Julie Price Grimshaw

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	365
Appropriate authority	The governing body
Chair	Mr David Noble
Headteacher	Mr Julian Gorton
Date of previous school inspection	9 July 2007
School address	Shakespeare Avenue Leeds West Yorkshire LS9 7HP
Telephone number	0113 3368340
Fax number	0113 2489429
Email address	shakespeare@leedslearning.net

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons taught by 15 teachers and held meetings with parents and carers, governors, staff, the School Improvement Adviser and groups of pupils. They observed the school's work and looked at improvement planning, policy documents, national published assessment data, the school's own data and pupils' work. Inspectors also analysed 73 questionnaires from parents and carers as well as the views of a selection of pupils and staff.

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

- the school's evidence on recent trends in attainment and progress at Key Stage 1
- the consistency in the progress made by children across the Early Years Foundation Stage
- how effectively the school's work with external agencies is coordinated and managed.

Information about the school

This larger than average school serves a community close to Leeds city centre. The school's population is made up of a wide variety of ethnic groups and the proportion of pupils from minority ethnic groups is well above average. Approximately half of these pupils speak English as an additional language, with over 39 home languages being spoken. A significant proportion of pupils join the school at the early stages of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is much higher than average. The number of pupils with special educational needs and/or disabilities is around twice the national average. The proportion of pupils who join or leave the school throughout the year is above average. The school has an integrated children's centre with provision for deaf pupils.

The school holds a number of awards including the Stephen Lawrence Award and the Inclusion Charter Mark.

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 school is a real asset to our community.' This statement, made by a parent, reflects the view of many pupils, governors and staff of Shakespeare Primary School. This good school provides outstanding care, guidance and support which ensure that pupils achieve well, many overcoming significant barriers to their learning. Pupils make an excellent contribution to the cordial and harmonious school community, working happily together in this friendly and supportive environment.

Children's attainment on entry to the Nursery is generally well below typical age-related expectations. They make good progress so that their attainment by the end of Year 6 is broadly average. The overall quality of teaching is good, with some outstanding classroom practice evident, particularly in Key Stage 2. However, inconsistency in the quality of teaching means that pupils' progress is uneven. Data and other inspection evidence on trends in achievement show that the progress of a significant proportion of pupils at Key Stage 1 is no better than satisfactory. This is often because lesson planning lacks detail and structure, and tasks are not always sufficiently well matched to individual pupils' ability levels.

The school's work in partnership with parents, carers and external agencies is outstanding. A very wide range of professionals are involved in working together to meet pupils' needs, and this provision is exceptionally well coordinated and managed. The school's exemplary work with families is greatly appreciated by parents and carers, who are given high-quality guidance in supporting their children's learning. Pupils' attendance is broadly average, largely due to the school's relentless efforts in this area. The school's promotion of community cohesion is outstanding; as a result, pupils' social, moral, spiritual and cultural development is excellent.

The overall effectiveness of the Early Years Foundation Stage is good. Children get off to a very good start in the Nursery where high-quality provision ensures that they make at least good progress. Progress is not as rapid in the Reception class, where information on children's achievements is not always used effectively to plan the next steps in their learning. However, overall progress through the Early Years Foundation Stage is good.

The headteacher leads the school with determination and dedication. He is well supported by the deputy headteacher and together they promote a strong team ethos among staff. The school has made good progress since the last inspection and has improved several aspects of its provision. This, combined with good-quality development planning and accurate self-evaluation, means that the school has good capacity for further improvement.

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What does the school need to do to improve further?

- Establish greater consistency in the quality of teaching across Key Stages 1 and 2 by:
 - ensuring that all lesson planning includes sufficient detail and helps staff to structure activities that promote high-quality learning
 - building on existing good and outstanding practice so that tasks are always well matched to individual pupils' ability levels.
- Accelerate children's progress in the Reception class by ensuring that assessment information is always used effectively to plan the next steps in children's learning.

Outcomes for individuals and groups of pupils

2

Pupils have very good attitudes to learning and are keen to do well. In most lessons they are motivated, engaged and focused on their work. Encouraged by staff, they develop confidence and self-esteem; this was evident in a Year 3 lesson on poetry where pupils said, 'To read poetry with expression you have to say it like you really mean it!' All were then keen to read aloud to their classmates, performing with skill and flair. Key Stage 2 pupils, in particular, develop secure skills in independent learning and teamwork. Evidence indicates that pupils make satisfactory progress overall at Key Stage 1, but their learning is then accelerated at Key Stage 2 where their progress is at least good. There are no significant differences between the achievement of different groups of pupils. Pupils with special educational needs and/or disabilities make good and sometimes outstanding progress as a result of the excellent support they receive. Pupils make especially good progress in mathematics and attainment in this subject is in line with average. Attainment in English is broadly average by the end of Key Stage 2. Recently introduced strategies to improve pupils' reading skills are now beginning to show positive impact. Pupils who are at the early stages of learning English as an additional language make at least good progress as a consequence of the carefully planned support that they receive.

Pupils have a good awareness of how to stay safe and show consideration for each other's safety around school. They behave consistently well both in and out of lessons; in many lessons their very good behaviour makes a strong contribution to learning. Pupils say that they are proud to belong to the school and are keen to take on responsibilities within the school and local communities. For example, a very popular and successful initiative is the 'reading tent' which is set up outdoors in the summer months so that older pupils can read to the younger ones. Pupils also take great pleasure in raising funds for various charities. They are involved in a range of enterprise activities, such as the Italian restaurant run by Year 6 pupils, which help them to develop workplace skills and economic awareness.

A major strength of the school is the way in which pupils from a wide range of ethnic backgrounds work so well together and support each other. They say that racism is simply not an issue in this school and talk with enthusiasm about the work carried out in

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relation to the Stephen Lawrence Award. Pupils have respect for each other's faiths and cultures, benefiting from their visits to different places of worship.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching across the school is characterised by good and often excellent relationships between pupils and staff, and behaviour is very well managed. Teachers have good subject knowledge and many use technology very effectively to support learning. Much of the teaching in Key Stage 2 is outstanding and pupils make rapid progress as a result. Lessons are planned well and include an impressive variety of tasks that maintain pupils' interest. In the best lessons teachers are particularly skilled in their use of questioning, drawing explanations from pupils in such a way as to consolidate learning securely. For example, in one lesson a teacher very effectively used examples of how punctuation in the text can influence the reading of a poem. In another lesson a teacher paid much attention to ensuring that pupils developed their use of language related to algebra. In the minority of lessons where teaching is less effective, lesson planning is too brief and does not reflect structured tasks to promote learning. In such lessons the same task is

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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sometimes given to all pupils, regardless of their ability level. As a result, the pace of learning is too slow and pupils' progress is impaired.

The curriculum is based on themed work that successfully maintains pupils' interest and enthusiasm for learning. Some teachers are particularly effective in thinking of innovative activities that can be used to develop pupils' skills across a range of subjects. For example, as part of their work on Ancient Egypt Year 6 pupils mummified a supermarket-bought chicken, replicating as far as possible the materials they had learned about in their work on mummification. This led to a range of other activities involving mathematics and opportunities to develop literacy skills and pupils' awareness of health and safety in handling food. The curriculum is enhanced by high-quality enrichment activities, many involving visitors to the school. For instance, with the help of the police, a crime scene was set up so that pupils could develop a range of skills for working in this area.

Pupils say that all staff are 'very kind and caring'. Pupils' progress is monitored so that very high-quality support can be provided by a range of staff working skilfully in collaboration with visiting professionals. The school's outreach work with families is excellent. This ensures that highly effective relationships are maintained within the local community and that even the pupils whose circumstances make them the most vulnerable are given the support they need to achieve well.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is constantly looking for new and innovative ways to develop the provision in the school so that outcomes for pupils can be improved further. Together with other school leaders he is very active in seeking out and establishing partnerships that will be beneficial to the school. All staff are aware of the leadership's vision for the school's future and many commented on the strong team spirit that is evident in the school. The school's leaders manage teaching and learning well and have an accurate view of strengths and areas for development across the school, recognising that there is scope for improving the consistency of practice in some areas.

Governance is satisfactory, although there is strong potential for development here as the school has recently recruited a number of new governors. They have formed a strongly committed team with established members of the governing body and there are now firm plans in place for increased involvement in all aspects of school life. Policies

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and procedures for the safeguarding of pupils are effective and staff are fully aware of these.

The school's work in promoting equality and tackling discrimination is outstanding. As a result, gaps in achievement between different groups of pupils have been closed and all achieve well. Pupils benefit greatly from working in this highly inclusive environment. The promotion of community cohesion is excellent; the school's work here is based on a thorough analysis of its context in terms of ethnicity, faith and socio-economic factors. The impact of this work is seen in pupils' outstanding cultural development and the exemplary relationships that the school has formed with the local and wider communities.

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
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children join the Nursery their skills are usually well below typical age-related expectations, especially in communication, language and literacy. As a result of very high-quality provision in the Nursery, they make at least good progress in their first year at the school. Staff are responsive to children's needs and are skilled in promoting learning through careful intervention, encouraging children to learn through the variety of interesting and stimulating activities provided for them. The outdoor area has improved significantly since the last inspection and is now used effectively to enhance children's learning. The inclusion of deaf children in the Nursery is an outstanding feature of the school's work. Staff are extremely skilful in managing the provision for these children within the setting.

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Across the Early Years Foundation Stage children are regularly observed and their progress is assessed. In the Nursery this information is used very effectively to plan the next steps in children's learning, tailored to the needs of the individual. This very good practice is not yet sufficiently established in the Reception class. As a result, children do not consistently make the same rapid progress in Reception as they do in the Nursery. All staff are highly committed to their work and show great dedication. Leadership of the Early Years Foundation Stage has a good impact upon outcomes for children although recent staffing changes mean that some issues relating to consistency of provision have not yet been fully addressed. When children join Year 1 their attainment is below average, although this represents good progress overall. Children make particularly good progress in their use of language and in their social development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all parents and carers who responded to the inspection questionnaire were positive about the school's work. A typical view is reflected in the comment, 'This is a very good school and staff are working very hard to ensure that all children's needs are met.' Another commented, 'Shakespeare Primary keeps my child very safe.' These views were endorsed by parents and carers who met with inspectors. They said that they found the staff approachable and appreciated being given the opportunity to discuss any concerns they might have as soon as these arise. There was no pattern to any negative comments expressed by a very small minority of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shakespeare 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 365 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	60	26	36	2	3	1	1
The school keeps my child safe	45	62	25	34	1	1	0	0
The school informs me about my child's progress	34	47	35	48	1	1	2	3
My child is making enough progress at this school	40	55	30	41	2	3	0	0
The teaching is good at this school	44	60	27	37	1	1	0	0
The school helps me to support my child's learning	38	52	32	44	2	3	0	0
The school helps my child to have a healthy lifestyle	30	41	38	52	4	5	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)	33	45	36	49	1	1	0	0
The school meets my child's particular needs	31	42	37	51	1	1	1	1
The school deals effectively with unacceptable behaviour	27	37	37	51	1	1	2	3
The school takes account of my suggestions and concerns	25	34	40	55	4	5	0	0
The school is led and managed effectively	37	51	30	41	2	3	0	0
Overall, I am happy with my child's experience at this school	50	68	19	26	2	3	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

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). 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">■ 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.



11 June 2010

Dear Pupils

Inspection of Shakespeare Primary School, Leeds LS9 7HP

As you know, I visited your school recently together with two other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You told us that your school is a friendly and happy place where staff are kind and care for you. We agree with you. We think that your school is good and that some parts of its work are outstanding. The quality of care in your school is excellent and staff work hard to make sure that every single one of you makes at least good progress.

One of the best things about your school is the way in which you all get on so well together. You know lots of things about different religions and cultures, which is really good. We were very impressed that you knew so much about the Stephen Lawrence Award and the school's work on this. You are also well behaved and work hard during lessons. We will not forget the discussions we had with Year 6 pupils about all the fantastic work they had done with the mummified chicken!

Some of the lessons that we observed were brilliant and we have asked the school to aim for all lessons to be as good as the very best. This will allow you to make even faster progress. We have also suggested that the school builds on the very good work that we saw in the Nursery class so that children make rapid progress across the whole of the Early Years Foundation Stage.

Your school does some excellent work in the local community. Many of your parents and carers told us how much they appreciated the school's work. Most of all, we are delighted that you are proud to be pupils at Shakespeare Primary School and wish you well in the future.

Yours sincerely

Julie Price Grimshaw

Lead Inspector

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