

Fieldhead Carr Primary School

Inspection report

Unique Reference Number	107945
Local Authority	Leeds
Inspection number	336986
Inspection dates	9–10 February 2010
Reporting inspector	Andrew Clark

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	233
Appropriate authority	The governing body
Chair	Mr Tony Wildgoose
Headteacher	Mr Nicholas Edensor
Date of previous school inspection	0 January 2007
School address	Naburn Approach Leeds West Yorkshire LS14 2EG
Telephone number	0113 2930226
Fax number	0113 2930227
Email address	wisniad01@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, observed seven teachers and spent approximately 50% of inspection time looking at learning, including time spent looking at pupils' work. The inspectors held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and an analysis of the school records of pupils' progress and attainment. The inspection team received and analysed 65 questionnaires from parents and carers as well as a number of questionnaires completed by pupils.

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

- the skills children start with when they begin the Early Years Foundation Stage
- progress made by all groups of pupils in mathematics
- the effectiveness of leaders in improving the quality of teaching.

Information about the school

This average size primary school serves an area containing rented and privately owned accommodation in a suburb of Leeds. The proportion of pupils eligible for a free school meal is higher than average. The majority of pupils are from White British backgrounds. The percentage of pupils with special educational needs and/or disability is average. The headteacher and deputy headteacher were appointed to their posts after the last inspection.

The school has achieved Investors in Pupils award, Healthy School status, Activemark and the Stephen Lawrence Award since it was last inspected.

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

Fieldhead Carr Primary is a good school. Pupils feel very safe and their behaviour is outstanding because of the good care and support they receive. Effective teaching enables pupils of all abilities to achieve well. The dynamic leadership of the headteacher and of his senior leadership team, ensures that the school continues to improve and takes a strong role in the local community. Parents feel very welcome and are positive about the impact the school has on their children's learning; 'This is a school with a genuine supportive and caring ethos and a lovely welcoming atmosphere,' is typical of their views.

Children get an excellent start in the Early Years Foundation Stage. Pupils of all abilities make good progress throughout the rest of the school and leave with at least average standards. Pupils achieve well in all subjects, but their progress is faster and more consistent in English than it is in mathematics. Those with special educational needs and/or disabilities achieve well because the school sharply matches support to their needs. Pupils are happy, inquisitive and hard working. They are active and healthy, taking full advantage of a good range of sporting activities during and after the school day. Pupils are polite and thoughtful and their behaviour is outstanding.

Teachers have high expectations and involve pupils well in improving their own work. Occasionally, work in mathematics is not matched closely enough to pupils' needs. The good curriculum provides many opportunities for pupils to learn through practical and fun activities, such as role play and debates. Links between subjects are developing well, but opportunities for pupils to use and apply their skills in mathematics and in information and communication technology (ICT) are too infrequent. The learning mentor and inclusion manager provide rigorous monitoring and sensitive guidance to support well the most vulnerable pupils. They work closely in partnership with parents, teachers and specialist support workers to reinforce this support.

The quality of teaching, pupils' achievement and behaviour, have improved well since the last inspection. The good drive and ambition of the senior leadership team and governing body are securely based on accurate self-evaluation and the effective contribution everyone makes to school improvement planning. The staff form a tight-knit and supportive team. As a result, the school consistently addresses any weaknesses and has a good capacity to continue to improve.

What does the school need to do to improve further?

- Improve pupils' progress in mathematics so that it is at least as good as that in English, by;

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- ensuring that work is accurately matched to the needs and abilities of all groups of pupils
- ensure pupils regularly use their problem-solving skills during mathematics lessons
- providing opportunities for pupils to apply their mathematical skills in challenging situations throughout the curriculum.
- Develop the use of information and communication technology throughout the school, by;
 - ensuring pupils have regular access to information and communication technology which meets their learning needs
- providing opportunities throughout the curriculum for pupils to use it as a tool for learning.

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

Pupils' progress throughout the school is good. Pupils enjoy their learning and are eager to complete their work to high standards. Since the previous inspection, improvements in the quality of learning in English, especially in writing, are reflected in pupils' better standards in Year 6 national tests. Currently, Year 6 pupils' attainment is above that normally expected for their age, in both English and mathematics. However, progress through the school is not yet as rapid in mathematics as it is in English, because improvements in teaching mathematics and its curriculum are still being implemented. Pupils take pride in presenting their work well and their basic skills, such as spelling and handwriting, are often of a high standard.

The pupils' positive attitudes are a strength of their learning. Above all they are very cheerful. They say it is because the staff look after them well and make learning fun. They have an outstanding understanding of how to keep safe in many circumstances and of how they can contribute to their well-being. This is a direct result of the school's strong focus on creating a safe but challenging learning environment. Pupils with emotional and social difficulties make good progress in managing their behaviour because of the pro-active role of the inclusion staff. Pupils' attendance is average. The pupils' 'FAB' team plays a good role in supporting good behaviour and ensuring that bullying is a very rare occurrence. Pupils develop good skills for their future learning through a range of enterprise and citizenship projects in partnership with well local businesses, and also through their roles as school councillors and other responsibilities. However, their use of ICT as a tool for learning is not fully established.

These are the grades for pupils' outcomes

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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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	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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

The quality of teaching observed ranged from good to outstanding. Teachers set clear and precise goals for pupils to achieve during their lessons and provide very good guidance on how to succeed. As a result, pupils are very involved in improving their own learning and reaching the next step. This is complemented by the frequently good quality of marking, matched to long-term targets. This is leading to rapidly improving progress. Pupils are successfully encouraged to think logically and critically. There are many chances for pupils to discuss their learning and to thus sharpen their understanding. Very occasionally, learning in mathematics does not involve pupils sufficiently in solving problems for themselves. Therefore, some work does not provide the right level of challenge to ensure the best progress is made. The school is working towards addressing this. Teaching assistants are deployed well. They are skilled in identifying where support is needed during a lesson and helping pupils, especially those with special educational needs and/or disabilities, to clarify their thinking.

The curriculum provides a broad range of exciting experiences, based on first-hand practical activities. It is making increasingly effective links between subjects and this is contributing to improving progress. This makes learning meaningful to pupils and contributes well to their good involvement in their own learning. The school provides many opportunities for pupils with a gift or a talent to develop their thinking and creative skills. However, opportunities for pupils to use and to apply their mathematical and ICT skills, through other subjects, are too often missed. This is a priority in the school improvement plan. Many visits and visitors enrich pupils' learning and play a strong role in promoting their personal development. Good links with schools,

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businesses, and charities locally and abroad, promote a very good understanding of the lives and needs of others. The provision for pupils with special educational needs and/or disabilities is good. Their progress is carefully tracked and evaluated so that programmes to promote the development of basic skills are accurately matched to their needs. This is an improvement from the last inspection. The procedures to promote good behaviour and better attendance are robust and thorough

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	2

How effective are leadership and management?

Since his appointment, the new headteacher has provided strong and creative leadership over the last year, building well on earlier improvements. He is very ably supported by the deputy headteacher and the new senior leadership team. The procedures to improve the quality of teaching and of learning are especially robust. At the centre of this is the 'Teaching Contract' initiative, which securely establishes the features of good teaching expected in every lesson and the next steps needed to raise the overall quality. It is supported by frequent and thorough monitoring of all aspects of learning and provision. Equally, the school is supported by an effective and creative governing body, which has established very strong procedures for evaluating and improving its own work and for using and enriching governors' individual expertise. The school has led projects within the local community, which are having a significant impact on safety within the school and beyond. It is taking a leading role in projects supporting the education and welfare of children in challenging circumstances, in Pakistan and other countries. This contributes to outstanding community cohesion and pupils' well developed sense of compassion. The school promotes equality of opportunity and diversity well through careful analysis of staff and pupils' needs and achievements, and provides positive role models. The procedures for safeguarding are extremely robust and all staff receive regular and relevant training. Policies and records for this aspect are used as a model by the local authority. Resources are deployed well, although the school's ICT resources are not sufficient to support all pupils' learning needs. The school manages its finances well and ensures good value for money.

These are the grades for leadership and management

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

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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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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 they start school, children's attainment is generally at least well below that expected for their age, particularly in their use of language. They get off to a flying start. Home visits by staff and very effective information for parents, help children make the best possible start in the Nursery. Arrangements to promote children's welfare are excellent. Very positive relationships ensure children feel very safe and secure and settle extremely quickly. There is a good balance between activities children choose for themselves and sessions led by adults. There are very good procedures to develop children's early literacy and numeracy skills through sharply focused and imaginative activities. Adult-led sessions move children quickly on in their learning. Children greatly enjoy participating in the wide range of stimulating learning activities, both indoors and out. Staff skilfully intervene to boost children's self-esteem, support their language development and to get them to think hard. The committed staff team are constantly seeking ways to improve provision further. There are very good systems to ensure continuity in children's learning when they move from Nursery into Reception. As a result, children grow in confidence and make very rapid progress. They are clearly very proud of their accomplishments. Their very rapid gains in skills and knowledge mean that by Year 1 they attain average and often better levels. The quality of leadership and management is outstanding and ensures that the excellent provision is maintained or improved even further.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents are very supportive of the school. They value the opportunities to be involved in their children's learning and feel well informed about the progress they make. They feel that the school is very safe and levels of care are high. They are impressed by the changes made by the headteacher and the strong governing body. 'My children are very happy at Fieldhead Carr, they have thrived and are becoming well balanced, confident and independent young people' is typical of their views. They feel teachers are approachable and the quality of teaching is good. The inspection team agrees with the views expressed by the majority of parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fieldhead Carr 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	64	21	33	2	3	0	0
The school keeps my child safe	34	53	30	47	0	0	0	0
The school informs me about my child's progress	23	36	36	56	4	6	0	0
My child is making enough progress at this school	31	48	28	44	5	8	0	0
The teaching is good at this school	37	58	26	41	1	2	0	0
The school helps me to support my child's learning	28	44	30	47	4	6	0	0
The school helps my child to have a healthy lifestyle	26	41	36	56	2	3	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)	34	53	27	42	1	2	0	0
The school meets my child's particular needs	35	55	27	42	2	3	0	0
The school deals effectively with unacceptable behaviour	28	44	30	47	4	6	2	3
The school takes account of my suggestions and concerns	27	42	34	53	1	2	1	2
The school is led and managed effectively	31	48	32	50	1	2	0	0
Overall, I am happy with my child's experience at this school	40	63	21	33	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ 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.



10 February 2010

Dear Pupils

Inspection of Fieldhead Carr Primary School, Leeds, LS14 2EG

On behalf of the other inspectors and myself, thank you for being so friendly and welcoming when we inspected your school recently. We very much enjoyed talking with you about your school. You should be very proud because you are very polite and your behaviour is excellent. You have a good knowledge of how to live healthily and how to stay safe. You say you feel very safe and appreciate the care that all adults show to you. You told us that lessons were fun and we agree with you. You learn a lot from the many visits you make and the clubs and societies you belong to. The FAB team and Quest group help to make the school a safer and more exciting place to be.

Your headteacher leads your school well, with the support of all his staff. They make sure you are happy and you learn well. Your school provides you with a good education. You make an excellent start to your learning in the Nursery and Reception classes. You work hard, make good progress in lessons in Key Stage 1 and 2, and reach standards that are at least typical for your age at the end of Year 6. This is because you are taught well. You are particularly good at making your own work better to reach your targets. You do a little bit better in English than you do in mathematics. You don't always have enough opportunities to use computers and other technology.

We have asked your headteacher and other teachers to help you make progress more quickly in mathematics and to give you more chances to use ICT in all subjects.

You can help the teachers by continuing to follow their advice on improving your own work and always trying hard and having fun.

Yours sincerely,

Mr Andrew Clark

Lead Inspector

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