

# Lady Elizabeth Hastings' Church of England Primary School, Thorp Arch

Inspection report

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<b>Unique Reference Number</b>	108010
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	337004
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Carmen Markham

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	138
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Simon Hills
<b>Headteacher</b>	Ms Suzanne Ulyett
<b>Date of previous school inspection</b>	4 October 2006
<b>School address</b>	Dowkell Lane Thorp Arch Wetherby LS23 7AQ
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## **Introduction**

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed five teachers. They held meetings with governors, staff and groups of pupils. Inspectors looked at learning in lessons and in pupils' books. They observed the school's work, looked at the school improvement plan, school policies and details of the progress made by pupils. The responses to 67 questionnaires from parents and carers, together with responses to pupils' and staff' questionnaires, were also scrutinised.

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

- The quality and accuracy of the recording of children's progress in the Early Years Foundation Stage and whether progress is better than satisfactory.
- The rate of progress made by some groups of pupils in the school, in particular those in Key Stage 1, boys and the more able.
- Given the limited pre-inspection evidence on the quality of the school's provision for safeguarding pupils and ensuring good quality care, guidance and support, the team looked carefully at the school's actions to secure the safety and personal development of pupils.

## **Information about the school**

This small village school draws most of its pupils from the immediate village locality. The percentage of pupils known to be eligible for free school meals is well below the national average. Almost all are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well below the national average. Most children are organised into mixed-age classes. A new headteacher, a new deputy headteacher and almost all the governors have been appointed in the last two years. The school holds a number of awards, including the National Healthy School Status and the Financial Standards Award.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

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

**1**

## Main findings

Lady Elizabeth Hastings is an outstanding school. The ambition, energy and drive of leaders, staff and governors ensure that all pupils can succeed. This is achieved by staff recognising the unique needs of every pupil and ensuring that outstanding care, guidance and support enable all pupils to access the many learning opportunities that are tailored to meet those needs. This demonstrates the school's outstanding promotion of equal opportunity and of pupils' safety. Pupils make excellent progress in developing their knowledge and understanding of themselves and the world around them. Their spiritual, moral, social and cultural development is outstanding. Pupils are confident, independent learners who are proud of their achievements. Their attendance is high and behaviour is excellent.

The standards attained by pupils at the end of Year 6 are significantly higher than the national average in mathematics and English, and above average in science. All groups of pupils are making outstanding progress and exceed the challenging targets that are set. This is because teaching is outstanding. Very skilled teachers make learning fun by using the rich curriculum to develop pupils' basic skills extremely well. This makes a powerful contribution to pupils' development of skills that contributes to their outstanding future well-being. Excellent systems track the progress of pupils. This ensures that pupils requiring additional support are quickly identified. Pupils' excellent understanding of their own performance and what they need to do to improve their work, has made an important contribution to maintaining high standards and to their love of learning. However, the emphasis on improving learning through better teaching has limited time for enhancing the learning environment, particularly in the Early Years Foundation Stage. It has also meant that global aspects of community cohesion have not been well developed.

The governing body, leaders and managers are driven by the agreed school aims and their own important theme of 'respect' that emphasises team work and positive values. Strong teamwork at all levels ensures a consistent approach to school improvement. This is supported by the excellent, if slightly modest, school self-evaluation and high quality development planning. The excellent progress made by the school in recent years demonstrates that its capacity for sustained improvement is outstanding. The school provides outstanding value for money.

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

- Improve the learning environment throughout the school, but particularly in the Early Years Foundation Stage, by:

- providing stimulating displays that children can respond to in an imaginative and creative way
- ensuring that the layout of classrooms meets the needs of the age group who will use the space.
- Improve the school's contribution to community cohesion, by:
  - implementing current plans to promote engagement with a range of community groups beyond the school and the immediate community
  - looking closely at the school in relation to its global context, for example, extending the school's current work on ecology to look at how the improved sustainability of the school can have a globally.

## Outcomes for individuals and groups of pupils

1

Evidence from lesson observations and discussions with pupils demonstrates that their achievement and their enjoyment of learning are outstanding. In lessons, pupils are highly motivated and fully engaged in their learning as activities and resources inspire and challenge them. Pupils show an excellent understanding of their progress, and targets provide them with a strong desire to succeed. Most children start the Reception class with knowledge and skills that are securely in line with age-related expectations. They make rapid progress throughout their journey through school so that by the end of Year 6 they attain standards that are significantly above the national average. School data and pupils' work indicate that pupils regularly exceed the ambitious targets set for them. The more-able and all other pupils, regardless of their gender, special educational needs and/or disabilities, make excellent progress as they are all helped to become independent and confident learners.

Pupils enjoy taking on responsibilities as school monitors and make a strong contribution to a cohesive community. Older pupils serve younger children on family tables at lunchtime. Pupils have a strong voice through the school council that is leading a bid to become an eco-school. Pupils unanimously say that they feel safe in school and know the actions to take when they have concerns about safety. They are knowledgeable about their health and make good choices to ensure they eat healthy foods and take exercise. Pupils are involved in and serve their local community well. They are consulted about new staff appointments and regularly fund-raise for a full range of organisations. They often raise money through enterprise projects, such as fashion shows. Through such opportunities, and as a result of their excellent basic literacy, numeracy, and information and communication technology (ICT) skills, pupils are well prepared for their future.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers plan their lessons very effectively and are clear about what the pupils will learn and do in a lesson. These learning intentions are shared with the pupils who are expected to reflect on whether they have achieved them. Teachers use learning objectives as the basis of their excellent marking of pupils' work. This gives pupils targets for improvement. Assessment information is used extremely well to plan lessons that very effectively meet the needs of all the different ages and groups of pupils. This includes the very perceptive use of excellent teaching assistants. All lessons proceed at a fast pace and expectations are high. Teachers fully engage pupils in their learning. For example, in a Year 6 lesson, where pupils were converting metric measurements to decimals, they responded enthusiastically to the mental agility required to solve complex problems at speed. Excellent resources and very skilled use of ICT ensure that all pupils learn effectively. However, classroom displays, while informing pupils about their learning, do not always do enough to promote creative thinking or to stimulate pupils' keen interest. Some classrooms do not fully meet the needs of pupils in terms of layout and space.

In planning the broad and balanced curriculum, staff prioritise the personal qualities and skills they believe pupils will need to have by the time they leave the school. This powerful vision has informed themes, such as 'courage', that have been chosen as the foundation for promoting pupils' personal and social skills. Careful planning ensures pupils progress appropriately. For example, the theme on the 'circle of life' required pupils in various year groups to address the topic at a different level according to their ability and age. Music and French play a key role in pupils' cultural development. In

addition, the 'we are Leeds' project allows pupils to understand the diversity of ethnicity, religion and economic circumstances of people in their local community and beyond. Visits and visitors are used very effectively to enrich learning. After-school clubs are varied and very popular, and those with a focus on sport promote pupils' health and well-being very effectively.

The school's welcoming environment celebrates pupils' ambitions and their many achievements. Through the effective deployment of good specialist staff, resources and outside agencies, the school ensures that vulnerable pupils, the more able and those with special educational needs and/or disabilities are well supported and guided. For these pupils excellent breakfast workshops are provided and there are also some who receive one-to-one tuition. Strategies to encourage regular attendance are very effective. Very good transition arrangements prepare children well for their entry to school and their move to secondary school. Excellent initiatives, for example, the well-maintained school website, ensure parents and carers are fully informed about the school and their child's learning. The before- and after-school care clubs offer a much valued service to families.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

Staff morale is very high because leaders and managers ensure that strong, well organised team work and excellent professional development enable all staff to work tirelessly towards the school's clearly stated vision for excellence. Together they have promoted full equality of opportunity and have removed barriers to learning, so that all pupils achieve their potential. School leaders are very well informed about the strengths and areas requiring development in every part of the school. Excellent development planning has identified training for staff.

Improvements in teaching, the strong curriculum, high attainment and now accelerating progress are a tribute to the drive and determination of all staff who are led by an outstanding and supportive leadership team. The governing body is very well informed about the school and has a growing understanding of its role. It is increasingly holding the school to account for its performance. The governing body have ensured that all statutory requirements are met and that safeguarding arrangements are in place. Safeguarding is good as provision is monitored well and all staff are fully aware of requirements. Outstanding partnerships promote pupils' learning through several

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

excellent school links. These include support for teaching and learning and the promotion of community cohesion, as well as for sport and music. The school has identified community cohesion as an area for development because its work on global issues is not as strong as that with the local community. The school's involvement of parents and carers is also good. They are well informed and seen as partners in their child's learning. However, more remains to be done to involve them in decision making on key matters.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children join the school with varying skills, but on average they enter the Reception class with skills and knowledge that are securely in line with age-related expectations. They make good progress in their learning in the Early Years Foundation Stage because of effective teaching and a good curriculum. When they leave Reception, children's knowledge and abilities are above those that are nationally expected. They make the best progress in personal, social and emotional development, and in their mathematical skills. They make slower but steady progress in communication, language and literacy. Teaching is good because relationships are very positive and, consequently, behaviour is good. Good planning and the skilful use of staff ensure that the needs of the Reception children are well met in this mixed-age class. Staff use questions effectively to develop children's speaking and listening skills. Recent improvements in the quality and accuracy in the way in which staff record children's progress make a significant contribution to their good progress. Overall, the curriculum is well resourced, although the purpose built outdoor area meets the needs of the Reception class better than the slightly more



formal indoor area. However, both are used successfully for teacher-led and child-initiated activities. The welfare of children is a priority. Children are very well cared for and parents and carers feel welcome. They are very positive about the quality of the provision and how it contributes to their child's personal development. Leadership and management are good. The leader has a good understanding of the progress children make and how they can be helped to develop further.

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

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

## Views of parents and carers

Parents and carers who responded to the inspection questionnaire are overwhelmingly positive about the school. Comments refer to children's good progress, the good care and support for families facing difficulties and the welcoming environment. Parents value the quality of leadership and management and find staff dedicated and compassionate. A typical comment reported that: 'Lady Elizabeth Hastings is a school that enables children to flourish through the teaching, care and guidance that it provides. We value the increasing opportunity to learn how children are taught through educational talks to parents.'

A few parents and carers expressed concerns about mixed-age classes, homework, bullying and some inappropriate behaviour by older pupils. Only the issue of mixed-age classes was raised by more than one parent. The inspectors could find no evidence to substantiate these views during their time in the school. Classes are well supported by a teaching assistant, when a lesson requires additional staffing, to ensure all pupils can access the curriculum in mixed-age classes. Inspectors found that younger, more-able pupils in these classes benefit from working with those older pupils who have more developed skills, as it gives them the opportunity to extend their learning. The inspectors are confident that all the children's needs are well met by the excellent provision that the school offers.

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

Ofsted invited all the registered parents and carers of pupils registered at Lady Elizabeth Hastings' Church of England Primary School, Thorp Arch 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	65	31	32	3	3	0	0
The school keeps my child safe	64	67	32	33	0	0	0	0
The school informs me about my child's progress	41	43	49	51	5	5	0	0
My child is making enough progress at this school	41	43	45	47	5	5	3	3
The teaching is good at this school	54	56	34	35	6	6	0	0
The school helps me to support my child's learning	42	44	48	50	4	4	1	1
The school helps my child to have a healthy lifestyle	50	52	43	45	2	2	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)	39	41	48	50	4	4	0	0
The school meets my child's particular needs	47	49	41	43	3	3	2	2
The school deals effectively with unacceptable behaviour	42	44	48	50	5	5	0	0
The school takes account of my suggestions and concerns	34	35	53	55	8	8	0	0
The school is led and managed effectively	60	63	28	29	6	6	0	0
Overall, I am happy with my child's experience at this school	61	64	29	30	5	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

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

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

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

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

26–27 May 2010

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**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.**



28 May 2010

Dear Pupils

Inspection of Lady Elizabeth Hastings' Church of England Primary School, Thorp Arch, Wetherby, LS23 7AQ

I would like to thank you for making my colleague and me so welcome when we came to inspect your school. You say that you are all very safe in school and that the adults really care about you. You also think a lot of your headteacher and staff and that you learn a lot in lessons. We agree with you on all these points and can understand why you enjoy your school.

Lady Elizabeth Hastings is an outstanding school. You understand how to improve your learning and because you are taught well you make excellent progress. Standards are very high in English and mathematics and above average in science. You attend school regularly and your behaviour is excellent. You are very proud of your school and value the opportunities that you have to work with visitors and pupils from other schools. You all enjoy taking responsibilities in school and many of you are involved in improving your school. For example, your school council is working very hard to make your school an eco-school.

Even an outstanding school can improve. Therefore, we have asked your school leaders to:

- help you to develop your thinking skills and imagination even more by making displays around the school more exciting. This will encourage you to think independently about different topics and themes, and give you lots more ideas for interesting writing and investigations

-enable pupils and staff to work more closely with communities that are different to Lady Elizabeth Hastings so that you can learn what it is like to live and work somewhere else.

You can help your school to keep improving by working hard to achieve your targets or even to exceed them.

Yours sincerely

Carmen Markham

Lead inspector

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