

# Lady E Hastings CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	108100
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	337026
<b>Inspection dates</b>	5–6 October 2009
<b>Reporting inspector</b>	Lesley Clark

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>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Hall
<b>Headteacher</b>	Mrs Amanda Leathley
<b>Date of previous school inspection</b>	4 July 2007
<b>School address</b>	Green Lane Ledston Castleford WF10 2BD
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## Introduction

This inspection was carried out by two additional inspectors. One looked specifically at safeguarding and pupils' welfare. Inspectors visited eight lessons, and held meetings with staff, groups of pupils and the chair of governors. They observed the school's work, and a selection of the school's documentation such as the school's development plan and a range of policies. Inspectors looked at pupils' work in the classroom and the systems the school uses for assessing their achievements and checking their progress. They also looked at the questionnaires returned by parents, staff and pupils.

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

- the achievement and progress of more able pupils at both key stages to determine whether teaching has high enough expectations and challenge, especially in English
- the provision for pupils with special educational needs and/or disabilities to establish what exactly helps them to make good progress
- whether children in the Early Years Foundation Stage make good progress in all areas of learning given the limitations of the outdoor provision
- the impact community cohesion has on pupils' learning, achievement and personal development.

## Information about the school

Lady Elizabeth Hastings CE Primary school is smaller than average. It is one of three charitable trust schools with the same name founded at the end of the nineteenth century on the edge of Leeds. It serves a widespread rural community. A much lower than average proportion of pupils is eligible for free school meals. Ninety five per cent of pupils are White British, three per cent are Chinese and two per cent come from mixed White backgrounds. The proportion of pupils learning English as an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Currently, none has a statement of special educational need. The headteacher started at the school in April 2008, after a term as acting headteacher; the assistant headteacher started a term later in September 2008.

The school holds the Activemark, the Healthy Schools Award and the Department for Children, Schools and Families (DCFS) Award for International Schools.

**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. Pupils are happy, confident and considerate young people who work and play together very well indeed. Their behaviour is exemplary and attendance is above average. Much of pupils' personal development is outstanding because the school takes excellent care of everyone and gives them outstanding support and guidance. Each pupil is known as an individual and their unique needs are taken fully into account. The school places promoting equality of opportunity at the heart of all its work. This is why pupils with special educational needs and/or disabilities or those who face challenging circumstances make good progress because support programmes are flexible and child-centred.

From slightly above average starting points, pupils make good progress and reach well above average standards by the end of Year 6. More able pupils are now racing ahead because the leadership team gives an outstanding lead to teaching which has made learning more effective. Teaching quality is good across the school with some outstanding practice. Pupils do best in reading and mathematics. Their writing is less good. Untidy presentation together with inaccurate spelling, punctuation and rather mundane vocabulary spoil some otherwise quite imaginative and lively ideas.

Children make good progress in the Early Years Foundation Stage. They quickly settle in and learn with immense enjoyment. The school has suitable plans to improve the outdoor provision for this key stage. In the meantime, children have opportunities to learn outside each day but only for very short periods. The limited resources mean that children have very little choice as to what they do outside, though activities certainly excite their interest.

The school has good capacity to improve. It has tackled the issues raised at the last inspection successfully and moved on considerably since then, especially in terms of assessing and accelerating pupils' progress. Self-evaluation is accurate and pinpoints clearly the school's strengths as well as what it needs to do next. Lady Elizabeth Hastings holds a firm position in the local community, with strong links with the church and good international links. It has outstanding partnerships with other educational providers and the wider community which greatly improve the school's provision. They make an excellent contribution to pupils' good achievement and often outstanding well-being.

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

- improve the quality of pupils' writing by:

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- giving pupils occasions to write when it matters to write neatly and accurately so they take more pride in their written work
- extending pupils' written vocabulary and improving their use of punctuation
- giving pupils time to check their work and make improvements.
- improve the quality of learning opportunities outside for children in the Early Years Foundation Stage by:
  - giving children more time each day to learn outdoors
  - improving the range of resources so as to give children more choice.

**Outcomes for individuals and groups of pupils****1**

Pupils, including those who are at an early stage of learning English, make good progress. They enjoy their lessons and work hard. They say, 'You can learn and not get distracted.' Younger pupils had great fun making a 'metre man' out of paper and quickly learnt to estimate and measure different objects while more able pupils used rulers to measure different leaves, an activity they found hard. Older pupils set their own challenges, deciding when they were ready to move on to an extension activity. As a result of this practical approach, together with a firm focus on mental and oral mathematics and opportunities to use problem solving and numeracy in other subjects, pupils are confident mathematicians. The school's well above average results in national tests over a three-year period confirm this. It is a similar picture in reading, also confirmed in pupils' performance in national tests. Pupils are proud of reading long books and want to read because there are lots of interesting books to tempt them both in class and in the new library. They have lots of opportunities to read both in groups and individually. Pupils with special educational needs and/or disabilities make good progress because they have effective extra support in class.

Outcomes in terms of writing are less positive, despite generally above average standards in national tests. In lessons, pupils settle down to write but have a fairly relaxed attitude. Typically, few write more than a few sentences whereas the odd one or two will write at considerable length. There is a lot of support for literacy on the classroom walls but pupils do not use this as extensively as they should. Consequently, they ask needless questions which further slow their writing. Although the school has now established a time each week for pupils to correct their work, pupils are not as fully involved in checking their own writing as they should be and so they tend to repeat mistakes.

Pupils have an outstanding awareness of why it is important to lead healthy lives and they are very safety conscious. They are energetic outside and keenly competitive when it comes to sport. They are emotionally mature and respect each other, mirroring in their attitudes the excellent guidance they receive. For example, older pupils said they asked their friends with special educational needs and/or disabilities about the extra help they have and were reassured because, 'They said they enjoy it and feel comfortable about it.' The school council represents pupils' views in weekly meetings.

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Pupils clearly have a voice in this school. 'Play rangers' ensure that everyone has someone to play with. Pupils are confident that bullying is rare and say if there were any then adults would help them sort it out. They are not racist and respect each other's views and differences. The result is a happy, family-like community where older pupils have a lot of responsibility for those who are younger or who need support. The school day is framed by prayers which add a spiritual context for its work. Pupils have good social, moral and cultural awareness, helped by the school's links with international communities.

*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>	2
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>1</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>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching is good with instances of outstanding practice. Strengths in teaching include: setting work which is finely-tuned to meet the different needs of pupils in mixed-age classes; giving ample opportunities for more able pupils to forge ahead when they are confident to do so; lots of active learning. In most lessons, teachers give clear demonstrations, using up-to-date technology imaginatively. They use simple systems effectively to check how well pupils have understood what they have learnt and

<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.

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then use this information to plan the next lessons. Weaker features of teaching include a tendency for teachers to talk for just a bit too long and so this limits the length of time pupils have to work on their own or to write, for instance.

The curriculum links subjects together so as to enliven pupils' learning and provide times for them to use their literacy, numeracy, and information and communication technology (ICT) skills in other subjects. This is at an early stage of development. The provision for pupils to learn Spanish and French is an outstanding feature as is the wide range of extra-curricular clubs and the additional activities through the federation of school partnerships.

The school's systems to support pupils who face challenging circumstances or who have pressing individual needs are first class. The school accesses a very wide range of agencies through the federation of schools and the DCFS targeted mental health project. These include learning mentors and bereavement guidance, to give prolonged, sustained and entirely appropriate support and guidance to individuals and their families. This, together with initiatives such as the 'five minute box' and 'bookworm club', underpins the school's happy community. Pupils with special educational needs and/or disabilities and those at an early stage of learning English are given good support and those who are older can choose where they wish to do their special work and so they feel they have ownership of their learning.

*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	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The considerable strengths in the leadership and management stem from a team approach, committed to making teaching and learning highly effective. To this end, the curriculum has been adapted to provide a more flexible approach to learning where pupils make choices and lead their own learning. This is already resulting in accelerated progress and outstanding lessons. With sharper assessment procedures, teachers now regularly track their pupils' progress and this means that lessons are better planned to plug any gaps and push pupils' learning on because teachers are more accountable. Crucially, parents are also informed when their children's progress slows. The school gives parents precise information and guidance as to how they can support their children's learning at home and so pupils get consistent messages from home and school. The full impact of these initiatives has yet to be seen over time.

The governing body is both supportive and questioning, holding the school to account in

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a productive way. The school has good procedures to safeguard its pupils. These fully meet current government requirements, especially in relation to child protection. All staff have been suitably trained. The school functions as a harmonious community where the performance and experience of different groups of pupils, including those with special educational needs and/or disabilities or those from minority ethnic groups or those who face challenging circumstances, all perform equally well and have the same happy experience of school life. The school demonstrates that it makes a clear commitment to community cohesion. The curriculum is used imaginatively to increase pupils' understanding of the United Kingdom and global communities and to ensure this is in context to engage pupils. As a result, community cohesion is a positive, lively and developing feature of the school. The impact is seen in the way pupils from different backgrounds get on extremely well together.

*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	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>1</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>2</b>

## **Early Years Foundation Stage**

Children thoroughly enjoy being in Reception because teaching is exceptionally lively and fun and there is a lot to do indoors. A major strength is the way adults play and communicate with children so there is lots of talk and action. Activities are well planned and provide plentiful opportunities for children to solve problems and find things out for themselves. Children clearly lead their own learning and adults are skilled at following their lead and asking the right sort of questions to spark their curiosity. Outside, the range and scope of activities is restricted by the limited resources and time. Activities such as adding paint and washing up liquid to puddles or collecting and making patterns with twigs and leaves give children lots of exciting possibilities but after 15 to 20



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minutes they have to clear away ready for break time when the whole school comes outside. Adults note down what children say or do but assessment as a whole is quite time-consuming because everything has to be rewritten into the children's 'learning journeys' and is not always easily accessible to plan the next steps in children's learning. From slightly above average starting points in communication, language and personal development children make good progress. Most comfortably reach the level expected at the start of Year 1 and a sizeable number exceed expected levels in all areas of learning. Parents are given good information to help them support their children's learning. The setting is well led and managed.

*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**

Most parents have very positive views and the majority wrote to say so. Positive comments typically said, 'The school encourages the children to care about each other', and praised the 'family atmosphere'. A very small minority expressed concerns as to whether more able pupils are sufficiently challenged. An equally small minority feel they do not receive enough information about how well their children are doing and expressed concerns about staff stress. The inspection team checked the level of challenge for more able pupils in all classes very carefully and concludes that they are making good progress and the work does challenge them. The school's recent tracking information shows that many of these pupils are now making much faster progress as a result of changes to the way they are taught. Parents receive a lot of information about their children's progress from weekly planners, homework and reading diaries as well as parents' evenings three times a year. In addition, parents can attend weekly good work assemblies, class assemblies and curriculum evenings with follow up drop-in sessions where they can see their children at work. The school's open-door policy means that teachers are readily accessible at all reasonable times. The staff questionnaires do not confirm parental fears of stress.

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

Ofsted invited all the registered parents and carers of pupils registered at Lady E Hastings C of E 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 inspector received 42 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	67	28	33	0	0	0	0
The school keeps my child safe	70	84	12	14	0	0	0	0
The school informs me about my child's progress	48	58	28	34	6	7	0	0
My child is making enough progress at this school	46	55	36	43	0	0	2	2
The teaching is good at this school	52	63	30	36	0	0	0	0
The school helps me to support my child's learning	52	63	30	36	0	0	0	0
The school helps my child to have a healthy lifestyle	56	67	28	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	46	42	51	2	2	0	0
The school meets my child's particular needs	44	53	38	46	0	0	0	0
The school deals effectively with unacceptable behaviour	56	67	22	26	4	5	2	2
The school takes account of my suggestions and concerns	46	55	30	36	4	5	2	2
The school is led and managed effectively	54	65	26	31	2	2	0	0
Overall, I am happy with my child's experience at this school	60	72	22	27	0	0	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools 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.**



Inspection of Lady E Hastings C of E Primary School, Castleford, WF10 2BD

Thank you so much for your warm and friendly welcome. I really enjoyed being in your school and meeting and talking to so many of you. I should like to say a special thank you to the six pupils who spent part of an afternoon talking to me. I agree with you that you go to a good school and there are lots of really good things about it. You make good progress because you are well taught and teachers go out of their way to make lessons interesting and fun. Your school takes excellent care of you and keeps you safe. Your behaviour is extremely good and you have an excellent understanding of health and safety. You make an outstanding contribution to the community and the school council does a really good job at making sure your views are taken into account. Your headteacher and assistant headteacher know exactly what to do to make your school even better.

You reach well above average standards in your work, especially in reading and mathematics. I noticed that your writing is not as good though. Some of you spend a long time writing very little and your handwriting and presentation are untidy. So I have asked your teachers to make sure you have times to write when it matters to write neatly and accurately and to help you use more interesting words and better punctuation. You also need more time to check your work and improve it. You can help by using the information on the walls that teachers put there to help you.

Second, children in the Early Years Foundation Stage have very limited things to do outside so I have asked your school to give children more time each day to learn outdoors and give them more things to choose from which they can do outside.

I wish you all the very best and hope to see wonderful writers in the future.

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