

Strawberry Fields Primary School

Inspection report

Unique Reference Number	134405
Local Authority	Leeds
Inspection number	341468
Inspection dates	10–11 November 2009
Reporting inspector	Marie Cordey

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Mr C Horner
Headteacher	Mrs Ruth Janney
Date of previous school inspection	4 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at documentation, including the school's updated self-evaluation evidence, the school improvement plan, and internal and external monitoring of the school. They also analysed the 68 questionnaires returned by parents and carers and those completed by pupils and staff.

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

- current evidence of pupils' attainment and achievement, especially in mathematics and science, for higher-attaining pupils and boys
- the rigour and effectiveness of leadership and management, especially the quality of the self-evaluation procedures, to verify the school's capacity for continuous improvement
- how far the school has been effective in sustaining improvement since the previous inspection
- the extent to which pupils' understanding of how well they are doing and how they can move their learning forward has an impact on their attainment and achievement.

Information about the school

This is a larger than average primary school. Fewer pupils than average are known to be entitled to free school meals. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. The school has gained a number of awards including Healthy Schools, and the Activemark for its sports provision.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school with a range of good features which are rooted in the care and positive, personal development of pupils. Behaviour is good throughout the school and pupils are very courteous and polite. This helps the school to be a happy community where, as a governor comments, 'There is a good feel about the school as soon as you walk through the door.' Pupils agree and their comments include: 'I would like to tell you about my school. Everyone sticks up for each other,' and, 'I enjoy the school. It is the best school in the world.' Pupils are exceptionally committed to living a healthy lifestyle thanks to the wide range of sporting opportunities, a carefully planned and sensitive personal and health education programme and a strong focus on healthy eating. The school provides good care, support and guidance to all its pupils, particularly those who have significant barriers to their learning.

Pupils, including those with special educational needs and/or disabilities, make satisfactory progress from their broadly average starting points. The school quickly and accurately identifies where pupils need extra support to improve their skills and accelerate their progress. Attainment is broadly average and is above average in mathematics. This is a significant improvement since the previous inspection as attainment in mathematics had lagged behind that in English for a number of years. The school recognised this and put in place a number of successful strategies to raise performance. These included sharply focused lesson planning based on each individual's ability and progress, and high expectations of pupils' performance. Pupils also improved their attainment by linking their learning in mathematics to real-life situations such as personal budget planning. This has come at some cost, however, because attention was diverted from pupils' attainment in science. Insufficient time is given to the teaching of science and pupils do not cover enough ground.

Consequently, standards in science have dropped steadily in recent years and are now significantly below average. Leaders and managers have identified this as a priority for improvement.

The best progress in all subjects is seen in Key Stage 1 and lower Key Stage 2 where the teaching quality is mostly good. Close attention is paid to improving pupils' knowledge and understanding through exciting presentations and pupils' involvement in many well-planned activities. In addition, assessment information is used to help plan lessons to match the needs and interests of each individual pupil as well as to give them feedback so that they can learn from their mistakes and improve their work. Progress tends to be slower in upper Key Stage 2 because these features are not consistently present and pupils are less involved in their lessons. As one pupil comments, 'Sometimes some teachers explain to me but I don't really get it.' Overall, teaching quality is

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inconsistent; although there is much teaching that is good, the quality of teaching is satisfactory overall.

Children settle happily in the Early Years Foundation Stage. They are well cared for and enjoy school life. Planning is not precise enough to ensure that there are sufficient opportunities for them to play and learn outdoors. Consequently, the development of children's independence and their physical and social skills are limited.

The school's self-evaluation is honest and accurate. As a result, actions taken to bring about improvements are beginning to be successful and the school has a satisfactory capacity to improve. Pupils' attainment, especially that of boys and higher-attaining pupils in mathematics, has improved and their progress is satisfactory. Most parents and carers are positive about their child's education and typical comments include: 'School is led and managed well with a great deal of supportive staff' and 'Staff are friendly and approachable and nothing is too much trouble'. Procedures to safeguard pupils are well met and reflect the school's commitment to the care and welfare of its pupils.

What does the school need to do to improve further?

- Raise overall standards and achievement, especially in science by ensuring that science is more widely taught to meet National Curriculum requirements and that leaders monitor and evaluate the provision and outcomes.
- Raise the proportion of good and better teaching, especially in upper Key Stage 2.
- Ensure that all teachers use assessment information to plan lessons and that pupils are given feedback to help them to improve their work.
- Improve children's outcomes in the Early Years Foundation Stage
- by increasing the proportion of time that children play and learn outdoors.
- About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment in English has been at least average for the last few years and better than the standards reached in mathematics and science. A concentration on pupils' speaking and listening skills leads to creative and skilled writing. Many of the good strategies used in the teaching of English are now mirrored in mathematics lessons, where pupils now make good progress. Consequently, sharply focused activities and opportunities for pupils to apply their knowledge in problem solving have led to improved performance. Nevertheless, pupils' understanding and skills in science are weaker. This is accurately identified by the school as a priority for improvement and some emerging practice is beginning to deal with this issue. For instance, in one lesson pupils were encouraged to experiment and think for themselves after receiving clear information and instructions. This is not yet a consistent practice across the school and plans to extend the teaching of science have yet to take effect. Pupils make satisfactory progress overall and meet most of their challenging targets, except in science.

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Good supervision and organised activities involve nearly all pupils in physical activities during breaks and lunchtimes. They feel safe and are aware of and knowledgeable about potential dangers. The school takes steps to prevent bullying and pupils know who to turn to if they are troubled. Their contribution to the school and wider community is satisfactory. They make a positive difference to school life through their contribution to improving the school's grounds but this is yet to have a full impact on their contribution to the wider community. Similarly, their spiritual, moral, social and cultural development is satisfactory, overall, despite their good moral and social development. This is because they have limited opportunities to develop their understanding and awareness of different cultures and backgrounds from their own. The skills pupils acquire prepare them satisfactorily for their future and their attendance is average.

These are the grades for pupils' outcomes

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

How effective is the provision?

Strengths in the satisfactory quality of teaching are evident in good subject knowledge and carefully focused use of teaching assistants to support different groups of pupils.

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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Assessment is shared verbally and in writing with pupils who know what to do to make their work better. Where teaching is less effective, teachers tend to talk for too long and so pupils are less involved and engaged. Questioning also tends to rely on short 'correct' answers and misses opportunities for pupils to refine, develop and extend their thinking. Marking is thorough, for the most part, and offers encouragement and praise as well as points for improvement. However, work is not always checked to see whether pupils have acted on advice and so pupils often repeat the same mistakes.

The curriculum adequately meets the needs of pupils, including those whose circumstances make them vulnerable. Nevertheless, insufficient coverage of science reduces the range and breadth of the curriculum. A strong focus on enrichment involves exciting visits and visitors. Pupils and their parents and carers particularly appreciate the residential trips and the wide range of after-school activities. Provision for information and communication technology is used effectively across all subjects and is beginning to improve pupils' computer skills and research.

The school works well with outside agencies, such as speech and language therapists and the educational welfare officer, to support vulnerable pupils and improve attendance. Pupils with special educational needs and/or disabilities make the most of their opportunities because of carefully planned and sensitive intervention groups and individual support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders, teachers and governors care passionately about their school and are committed to improving standards. More stable staffing, especially in the senior leadership team, clear direction and better teaching are leading to improvements in pupils' attainment, although it is too early for the school's actions to have had a full impact in science. Governors are actively involved in school life and are increasingly challenging and involved in school improvement. Good partnerships, such as those in the local School Partnership Trust and with the local authority, make a positive contribution to pupils' academic and personal development. The school's satisfactory promotion of equality of opportunity is based on respect and value for all people as individuals. The disparities in the attainment of different groups have narrowed, especially for higher-attaining pupils, boys and in mathematics. The gap is beginning to narrow in science. Safeguarding procedures are rigorous and thorough. The promotion of community cohesion is

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satisfactory but stronger within the school and local community than in the wider and global community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Nursery classes with skills that are broadly in line with expectations for their age. They make satisfactory progress in all areas of learning and in their personal, social and emotional development. Consequently, by the time they leave the Early Years Foundation Stage at the end of the Reception Year they have reached average standards. A satisfactory range of well-prepared indoor activities encourage children to explore and enjoy their learning. They quickly become skilful in linking sounds and letters, and playing and learning using sand and water. Limitations in the time given to play and learn outdoors reduce their opportunities to explore and develop physically and improve their knowledge and understanding of the world. Leaders and managers accurately identify the need to plan more effectively in order to improve outdoor provision. Teaching is satisfactory overall and includes good teaching, especially when children are encouraged to become more independent and each child is motivated to become actively engaged in activities. Leadership and management are satisfactory; children are well cared for and requirements regarding their welfare, health and safety are fully met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The large majority of parents and carers who responded to the inspection questionnaire are happy with the school's provision. All parents and carers agree that their children enjoy school and they are happy about how well their children are prepared for the different stages of their education. There were a very small number of concerns from parents and carers about the progress of their children and how the school communicates with them. Inspectors agree that progress in science is not as good as it should be and that progress in mathematics has been a concern in the past. The school's actions have led to improvement in mathematics and tackling progress in science is a school priority. The school is planning to provide better opportunities for parents and carers to help their children learn and to communicate with staff via email and the school's website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Strawberry Fields 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	59	28	41	0	0	0	0
The school keeps my child safe	45	66	21	31	2	3	0	0
The school informs me about my child's progress	34	50	31	46	3	4	0	0
My child is making enough progress at this school	35	51	26	38	4	6	0	0
The teaching is good at this school	37	54	27	40	3	4	0	0
The school helps me to support my child's learning	38	56	28	41	2	3	0	0
The school helps my child to have a healthy lifestyle	35	51	31	46	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)	38	56	28	41	0	0	0	0
The school meets my child's particular needs	37	54	27	40	2	3	0	0
The school deals effectively with unacceptable behaviour	28	41	35	51	1	1	1	1
The school takes account of my suggestions and concerns	30	44	32	47	3	4	1	1
The school is led and managed effectively	39	57	25	37	1	1	1	1
Overall, I am happy with my child's experience at this school	41	60	24	35	2	3	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.



12 November 2009

Dear Pupils

Inspection of Strawberry Fields Primary School, Leeds, LS25 1LL

It was lovely to meet you all. You gave the inspection team a very warm welcome and we were pleased to listen carefully to what you had to say. You told us about how much you enjoy school, especially the many sporting activities. You choose to live very healthily and we were exceptionally impressed with your attitudes to keeping fit and eating sensibly. Thank you very much to the pupils who made us the delicious bread buns! You enjoy the chance to hold positions of responsibility; the 'Yellow Coats' make a good job of looking after younger pupils. You are thoughtful and kind young people.

You enjoy your lessons, especially when you have the chance to discuss your thoughts and develop your ideas. This helps you to produce satisfactory work in most subjects. Your work in science has not improved as much as your work in mathematics and we have asked your school to plan more science lessons to make it better. Some of you are not sure how to make your work better and so we have asked your teachers to let you know about the different ways that you can improve it. We would also like there to be more of the good lessons you enjoy taking part in.

Children in the Nursery and Reception classes settle down well and are made to feel very welcome by you all. We would like the school to provide more opportunities for them to learn and play outdoors in the attractive outside areas.

Your headteacher and all your staff are working very hard to make your school better. You can help by working hard too. I wish you every success for your future.

Yours sincerely

Mrs Marie Cordey

Lead inspector

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