

Great Preston VC CofE Primary School

Inspection report

Unique Reference Number	134913
Local Authority	Leeds
Inspection number	341570
Inspection dates	16–17 September 2009
Reporting inspector	Michael McIlroy HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Rev J Sykes
Headteacher	Mr Tim Bean
Date of previous school inspection	1 November 2006
School address	Preston Lane Great Preston Leeds LS26 8AR
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. The inspectors visited 14 lessons, and held meetings with governors, staff and pupils. They observed the school's work and looked at the school's self-evaluation and improvement planning documents. Inspectors also studied 101 parental questionnaires as well as questionnaires from staff and from pupils in Key Stage 2. Inspectors also spoke to a number of parents on the second day of the inspection. The inspection looked in detail at the following:

- How good are pupils' achievement, attainment and progress in Key Stage 2, including those of more able pupils and those with special educational needs and/or disabilities?
- How effective are leadership and management at all levels in the school?
- What is the quality of teaching, including assessment, and the challenge it presents for more able pupils?
- How effective are measures for the safeguarding of pupils?
- How well does the curriculum meet the needs of pupils, particularly the more able in English and mathematics?

Information about the school

Since the previous inspection the school has completed an amalgamation process and moved from being based on two separate sites into one extended building. It shares the site with a separate provider of childcare and an out-of-school club, both of which were inspected separately at the same time. Most pupils are of White British heritage and the proportion of pupils eligible for free school meals is below average. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is smaller than average. The school holds the Activemark and the Healthy Schools Award.

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. Pupils make satisfactory progress as a result of satisfactory teaching. It also has good features. The school's chief strengths lie in the good care, support and guidance which it provides for the pupils and its strong engagement with parents. The school also has an effective partnership with a local federation of schools. In its welcoming, inclusive and friendly environment pupils feel safe, follow healthy lifestyles and make a good contribution to the school's development and that of the local community.

By the time they leave the school, the achievement of pupils, including the more able and those with special educational needs and/or disabilities, is satisfactory. Pupils' attainment in the core subjects by the end of Key Stage 2 is broadly average. While results in science have been consistently above average, those in mathematics and English are average. Pupils have opportunities to use and improve their computational skills in mathematics but their problem-solving skills are not sufficiently well developed. Nonetheless, there is evidence over time that the progress made by pupils by the end of Key Stage 2 is rising. A particular weakness remains in writing, which was identified as an area for improvement at the last inspection. Teaching is satisfactory as much of it lacks pace, and expectations of what pupils can achieve are not always high enough. Some weaknesses in managing behaviour mean that pupils' behaviour is satisfactory rather than good. The use of assessment procedures by teachers, and at a school-wide level, is satisfactory, but not enough day-to-day assessment and marking gives pupils a clear indication of what they must do to improve their work.

Leadership and management are satisfactory at all levels in the school. The headteacher has successfully overseen the move from two separate buildings into one and managed well a high number of recent changes in staffing. He has also ensured that staff work as a team with a shared vision. Progress on improving issues raised in the last inspection report has been mixed. Some improvements have been made in the provision for more able pupils and a number of weaknesses in teaching have been addressed. However, more work needs to be done. The school's systems for monitoring the quality of teaching and learning are not robust enough and teachers are not given sufficient guidance on how they might improve their teaching further. This has resulted in the school having an overgenerous view of the quality of teaching and, consequently, of its overall effectiveness. This, coupled with the variable progress on areas for improvement identified at the last inspection and the steady trend of improvement in the progress made by pupils mean that inspectors judged the school's capacity to improve to be satisfactory, rather than good.

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What does the school need to do to improve further?

- Raise standards in writing and mathematics by:
 - improving how pupils present their written work
 - providing more opportunities for pupils to write at length both in English and in other subjects
 - giving pupils more opportunities to undertake written problems and problem-solving activities in mathematics.
- Increase the proportion of good teaching by:
 - ensuring that expectations for all pupils are high and that planning and work is more closely matched to the needs of more able learners
 - increasing the pace of teaching in lessons
 - ensuring that school policies on managing behaviour are consistently applied.
- Strengthen procedures for the monitoring of teaching and learning by:
 - ensuring that monitoring of the quality of lessons also takes into account the progress made by different groups of pupils
 - making sure that teachers are given specific advice on how to improve their practice and that this is checked up on by future monitoring.
- Develop assessment procedures by:
 - ensuring a consistent whole-school approach to marking which gives pupils clear guidance on the next steps to take in order to improve their work
 - expanding existing systems so that the school can track more easily the progress made by individual pupils and groups of pupils.
- About 40% of the schools 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

The school accurately considers that pupils have a good understanding of how to keep healthy and that they feel safe in school. Pupils are clear that any concerns they have are effectively tackled by the school and can cite methods such as 'comment boxes' by which any concerns can be passed on to staff. Pupils' good contribution to the development of the school is seen in their enthusiastic take-up of roles such as school councillors, classroom monitors, play leaders and as producers of a school radio programme. They also make a strong contribution to events in the local area, such as charity fund-raising and working with the parish council to help create an educational wooded area. Behaviour is satisfactory. Although pupils play sensibly and safely, and are well behaved in most classes, in a few, there is too much low level disruption which is allowed to interrupt the flow of lessons. Broadly average attendance, average achievement and the satisfactory development of team working skills mean that pupils

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are adequately developing the skills that will contribute to their future economic well-being. Pupils' spiritual, moral, social and cultural development is satisfactory.

Pupils' attainment in the core subjects of English, mathematics and science over time, is broadly average and inspectors' observations of lessons confirm this. Provisional results in the most recent statutory assessments for pupils at the end of Key Stage 2 indicate that while attainment in science has remained above average, that in mathematics and English has dipped below average. This was largely due to a number of weaknesses in the year group. Pupils' learning and progress in both Key Stages 1 and 2 are satisfactory and from 2006/08 there was a steady improvement in the progress that pupils made overall. Most learners with special educational needs and/or disabilities make similar progress to other pupils and some do better. This is due to the good care and support they receive from additional adults, as was seen, for example, in a Year 6 mathematics lesson. However, not all more able pupils achieve as well as they should do as work is not always challenging enough. The school is correct in its analysis that writing is still a key area for improvement. Despite some initiatives, such as 'Big Writing', a number of weaknesses remain. There are inconsistencies in how pupils present their written work and pupils do not have enough opportunities to write at length. Opportunities to practise and extend writing skills in other subjects, such as history or science, are sometimes missed.

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	3
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	3
Taking into account: Pupils' attendance ¹	3

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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The extent of pupils' spiritual, moral, social and cultural development	3
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How effective is the provision?

Teaching is satisfactory and some is good. It is characterised by generally good relationships between pupils and adults, good teacher subject knowledge, adequate use of information and communication technology (ICT), and a consistent use of starter and plenary sessions. Additional adults are well used to support pupils, particularly those with special educational needs and/or disabilities. The pace of teaching is usually satisfactory but in some lessons, time is not always well used. At times, the work provided for pupils does not always provide enough challenge for more able pupils. On occasion, work for pupils of middle ability is also pitched too low. There are also inconsistencies in how teachers mark and assess pupils' work which means that not all pupils receive clear guidance on what it is they must do to improve. In some classes, expectations by teachers of the amount of written work pupils can be expected to complete are not high enough.

The satisfactory curriculum is appropriately matched to pupils' needs and interests. As well as placing an appropriate emphasis on the core subjects, older pupils are also taught French by staff from a local secondary school, with which the school has good links. Some cross-curricular links have been established, as was seen in one ICT lesson where pupils were studying the Victorians. There is a satisfactory range of extra-curricular activities. The good care, guidance and support provided by the school ensure that pupils with special educational needs and/or disabilities make satisfactory and sometimes good progress in their learning. New pupils settle in well and other vulnerable pupils are well cared for and receive guidance appropriate to their needs. The school works closely with other agencies to promote pupils' regular attendance and well-being and goes the extra mile to help particularly vulnerable pupils, such as those with specific medical needs. The effective partnership with a high school, which is part of the local federation, contributes to good transition arrangements for the oldest learners.

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?

The sound leadership of the headteacher has guided the school successfully through the

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challenging amalgamation process and a prolonged period of building work to prepare the school for its merger onto one site. The school is now well established in its extended building. The school has also had to contend with a number of recent changes in staffing which has meant that some staff are new to their roles. Consequently, the school has rightly identified subject leadership as an area for development. Appropriate and successful steps have been taken to develop team working amongst the staff and to embed measures aimed at improving learning. Satisfactory procedures for the safeguarding of pupils are in place and appropriate safeguarding training for staff and governors has taken place. The school works well with its partners. Its close involvement with a federation of local schools enables it to make good use of joint facilities and linked external agencies. These contribute significantly to the good care, guidance and support which pupils receive and to some aspects of the curriculum. Inspectors judged the school's promotion of equality to be satisfactory as the learning needs of more able pupils are not fully met. Community cohesion is satisfactorily promoted. The school plays a strong role with groups in its immediate community but does not yet take part in major activities with communities beyond this. Governance is satisfactory. Governors have an adequate overview of the school's work and have provided appropriate support for the school's leadership. Improvement planning is satisfactory but the school's self-evaluation of its effectiveness, while accurate in some parts, is overgenerous. This is because strategies to monitor the quality of teaching are not robust enough and have led to the school overestimating the quality of teaching. Nonetheless, a number of weaknesses in teaching have been addressed.

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	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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage is satisfactory. The key stage manager provides satisfactory leadership, and draws on good support and advice provided by an external consultant. This close collaboration, for example on improving planning, has contributed to the good provision and outcomes in the key stage. Staff work well as a team and effective induction arrangements, good relationships with parents and links with nurseries mean that children settle quickly into the Reception class. Children make good progress in their learning as a result of good teaching. Those with special educational needs and/or disabilities are well cared for and participate fully in the varied, interesting activities that are provided. There is a good mixture of child-initiated activities and those that are adult led. Children work and play sensibly and considerately with each other and are developing a good sense of responsibility. Good relationships with adults are evident. The learning environment is colourful and stimulating and well equipped with a range of resources including suitable large play equipment. Lively displays are thoughtfully linked to the current themes children are learning. Satisfactory planning, ongoing assessments and the careful deployment of staff ensure that most learning activities are appropriately challenging for children. For instance, several children followed up their work in one lesson on counting numbers by working independently and confidently on an exciting mathematical program on the interactive whiteboard. The leadership and management of the Early Years Foundation Stage are satisfactory and the key stage leader makes good use of external consultants when the need arises.

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	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents are very supportive of the work of the school. Parents spoken to on the second day of the inspection praised how well their children enjoyed school and how well new pupils are settled into it. They also greatly appreciated how easy it was to approach staff if they had any concerns. A few parents consider that the school does not deal effectively with unacceptable behaviour. Inspectors disagree with this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Preston VC CofE 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	54	18	18	2	2	0	0
The school keeps my child safe	49	49	26	26	0	0	0	0
The school informs me about my child's progress	47	47	25	25	2	2	0	0
My child is making enough progress at this school	48	48	25	25	0	0	0	0
The teaching is good at this school	46	46	26	26	0	0	0	0
The school helps me to support my child's learning	48	48	27	27	0	0	0	0
The school helps my child to have a healthy lifestyle	47	47	26	26	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)	37	37	33	33	1	1	0	0
The school meets my child's particular needs	44	44	30	30	0	0	0	0
The school deals effectively with unacceptable behaviour	39	39	28	28	5	5	0	0
The school takes account of my suggestions and concerns	35	35	36	36	1	1	0	0
The school is led and managed effectively	47	47	27	27	0	0	0	0
Overall, I am happy with my child's experience at this school	50	50	24	24	1	1	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.



18 September 2009

Dear Pupils

Inspection of

Great Preston VC CofE Primary School, Leeds, LS26 8AR

Thank you for being so welcoming and polite when we inspected your school recently. I am writing to let you know what we found. Your school is a satisfactory school with a number of good features. Some of the best things we found were:

- you are well cared for and supported by the staff of your school
- you feel safe at your school
- you know how to keep yourselves healthy and adopt healthy lifestyles
- you make a good contribution to your school and to your local community
- your school works well with your parents and keeps them well informed
- your school has good links with a number of other schools that are part of a local federation of schools.

We have asked the headteacher, staff and governors to make a number of changes which will improve your school. We have asked them to make sure that all of you learn more in writing and in mathematics and to make improvements to teaching so that much more of it is good. We have also asked the school to make sure it improves the way in which it checks up on the quality of teaching and learning. Finally, we have asked the school to make improvements in the ways in which it keeps tracks of how well you are doing in the main subjects which you study. You can help your school get better by listening carefully to what your teachers ask of you and by always working hard.

Once again, many thanks on behalf of the inspection team for being so friendly and polite when we visited your school.

Yours sincerely

Michael McIlroy

Her Majesty's Inspector of Schools

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