

Hugh Gaitskell Primary School

Inspection report

Unique Reference Number	107959
Local authority	Leeds
Inspection number	377678
Inspection dates	29 February 2012–1 March 2012
Lead inspector	Philip Jarrett HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	494
Appropriate authority	The governing body
Chair	Geoff Sharp
Headteacher	Margaret Beesley
Date of previous school inspection	24 November 2010
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Age group	3–11
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Introduction

Inspection team

Philip Jarrett
Charles Lowry
Lesley Clark

Her Majesty's Inspector
Ofsted Seconded
Additional inspector

This inspection was carried out with two days' notice. 17 teachers were observed, including several on two different occasions. In total, 23 lessons were observed. Meetings were held with groups of pupils, governors, staff and the School Improvement Partner. Inspectors held two meetings with pupils to hear them read and to talk about their reading. Inspectors observed the school's work and looked at documentation including the improvement plan, monitoring records, analyses of performance and samples of pupils' work. Questionnaires from staff and pupils were scrutinised as well as 152 completed parental questionnaires.

Information about the school

Hugh Gaitskell Primary School is much larger than the average-sized primary school. When last inspected in November 2010 it was given a notice to improve. The proportion of pupils known to be eligible for free school meals is well above average and there is also a considerable amount of pupil mobility; around 60 pupils have either joined or left since the beginning of the school year. Over 40% of pupils come from minority ethnic groups, with the largest group being pupils of Pakistani origin. Around one third of pupils have a first language believed not to be English. The school is part of a trust working with a cluster of primary schools and the local secondary school. The school meets the current floor standards. The school has received a number of awards including Investors in People, the International School Award and the National 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- In accordance with section 13 (5) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires significant improvement. Hugh Gaitskell Primary School is a satisfactory school which has improved considerably since its previous inspection. Attainment in mathematics has risen significantly to broadly average standards and progress in English improved last year to match the national average. There have also been year-on-year improvements in attendance.
- Good leadership and management have driven recent improvements by identifying the right priorities and providing a good balance of support and challenge for teachers. Weaknesses identified in the previous inspection have been well addressed. Key to the success has been a well-planned basic skills programme, supported by rigorous efforts to improve teaching. This has been especially effective in mathematics.
- The school is not yet good overall, largely because attainment in English remains below average and teaching is variable. The current whole-school emphasis on reading is beginning to work, although the pace of timetabled activities is sometimes too slow and the range of texts available for older pupils is limited. Senior leaders have identified a current lack of emphasis on developing pupils’ speaking and listening.
- Considerable attention has been paid to improving teaching. Strengths include: the good collaborative work of staff; positive pupil attitudes; and good practice in teaching mathematics. Weaknesses include: vague learning objectives; a lack of opportunities for independent work; and limited feedback in some books on literacy targets.
- All staff ensure that the school is an orderly environment and this has contributed to better learning. Pupils are invariably polite and friendly. Relationships are strong and parents confirm that behaviour is good. Pupils feel safe in school.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
 - improving the clarity and effectiveness of learning objectives in lessons
 - reinforcing pupils' literacy targets in teachers' marking of topic and other work
 - increasing pupils' opportunities to work in groups and develop their independent learning skills.

- Raise standards in English by:
 - improving the pace and impact of work in guided reading, phonic (the teaching of letters and sounds) and handwriting sessions
 - providing more focus on teaching speaking and listening across the school
 - providing a broader range of reading for Key Stage 2 pupils to include more poetry and non-fiction.

Main Report

Achievement of pupils

Attainment has been well below average at the end of Key Stage 2 in recent years although it improved to broadly average in mathematics last year. Attainment in English, including reading, remains below average at the end of Key Stages 1 and 2. The performance of some identified groups has improved. For example, pupils known to be eligible for free school meals do better than the national average for that group. Many pupils with average or high prior attainment make good progress in mathematics. Disabled pupils and those with special educational needs make satisfactory progress overall. Attainment in English in 2011 was limited by the underachievement of a small group of boys with low prior attainment. The school's assessments show that, currently, the equivalent group in Year 6 is making much better progress.

Pupils enjoy lessons and are very keen to learn. They try hard and take great care with their work, as seen, for example, in the quality of presentation shown in their learning logs completed at home. They work well together in pairs, providing good mutual support. At times, some pupils are too dependent on their teacher, or the teaching assistant, for support. Many pupils enter the school with very low levels of skills in literacy and communication and this inhibits their progress. Parents and carers are pleased with the progress made by their children. This broadly reflects inspection judgements that progress is satisfactory overall but good in mathematics and in the Early Years Foundation Stage.

Quality of teaching

Pupils speak enthusiastically about recent improvements to teaching. They say that lessons are more enjoyable, with good use of lively activities and games, and that teachers help them if they get confused. Parents are also positive about teaching. Relationships are very good in lessons and this contributes to a positive atmosphere for learning and supports pupils' personal and social development. Senior leaders have been rigorous in their efforts to improve teaching since the previous inspection, although they have not been helped in this by continuing, frequent changes to staffing. The current curriculum emphasis on securing

the skills of literacy and numeracy has contributed to better teaching in mathematics. Senior leaders have articulated clear expectations about teaching and this process has also contributed to improvement. For example, there is a good consistency to marking and feedback. Teachers' comments are generally detailed and helpful. As a result, pupils are aware of the levels at which they are working and the progress they need to make.

In the most effective lessons teachers make good use of up-to-date technology to explain ideas and engage pupils. For example, in one English lesson the teacher made a video of herself giving a balanced opinion in order to model the appropriate skills needed by pupils. There is especially good collaborative teamwork between teachers and teaching assistants. This is particularly effective in English and mathematics where it enables well-targeted support to be provided for pupils in small groups. In mathematics different tasks and materials are often well used to push learning on at a good rate for all pupils.

Where progress is satisfactory in lessons, this is sometimes because the lesson objectives are too descriptive of pupils' tasks and fail to provide direction to learning. In some lessons observed teachers talked too much, slowing the pace and limiting pupils' ability to make progress. There were also some missed opportunities for pupils to work collaboratively in small groups, thus restricting the potential for independent work.

Behaviour and safety of pupils

Very few parents or carers expressed any concerns about behaviour or safety. Discussions with pupils confirmed that they mostly regard behaviour as good in lessons and around the school. Pupils are considerate, courteous and respectful and this makes a positive contribution to the learning environment. In lessons pupils nearly always demonstrate positive attitudes to work and are keen to behave well. In discussion pupils suggest there are very few instances of bullying. Where this has happened in the past, they report that issues are swiftly resolved and pupils 'soon become friends again'. Improvements in behaviour are confirmed by the almost complete lack of fixed-term exclusions this year.

Pupils consider the school to be safe and that was the inspectors' view also. Pupils know that there are identified adults with whom they can discuss problems and areas of the school they can visit if they need to talk or just 'calm down'. Good-quality training and guidance on internet safety has been provided for both pupils and staff. As a result, pupils show a good understanding of the issues. Arrangements for safeguarding are secure.

Attendance has been well below average in recent years and partly affected by the high rates of mobility. However, the trend is securely upwards. The school has taken considerable effort to raise the profile of the issue among all its parents, carers and pupils. Attendance has continued to improve this year, especially for those older pupils who are more able to influence their own attendance. Attendance is less secure among younger pupils and this is also partly affected by the custom of some parents and carers to take pupils out of school for extended periods. The school continues to work closely with these parents to reinforce the importance of regular attendance in supporting learning.

Leadership and management

Good leadership and management have ensured improvements since the previous inspection. Progress has been made in a number of areas identified as being weak: attainment and attendance figures are higher; some gaps in achievement between different

groups of pupils have closed; and effective strategies have been put in place to develop literacy and numeracy across the curriculum. The senior leadership team works closely and well together, offering complementary skills and experience. The governing body has improved its understanding of strengths and weaknesses and provides a good level of support and challenge. Good use has been made of links with other schools, including within the trust, to share and apply good practice.

There is good capacity for further improvement. Senior leaders provide a clear sense of direction and this has driven the current, innovative emphasis on the skills of literacy and numeracy. The school is aware that attainment needs to be higher in English. Previous initiatives led to improvements in writing. Pupils are now given a good range of opportunities to produce extended writing across the curriculum and there has been increased emphasis on handwriting skills. The current initiative emphasises the centrality of reading. Pupils have responded to this well, enjoying the improvements in resources, the extra opportunities to read aloud to an adult and the clarity provided by more systematic and targeted phonic teaching.

Teaching has been the other key management priority. Monitoring is rigorous and expectations are high. Support has been provided for less successful teaching, with a clear understanding that pupils need at least good-quality teaching if they are to make adequate progress. Clear whole-school expectations have helped newly appointed teachers and supply staff to fit in quickly. Nevertheless, some inconsistency in teaching remains. Senior leaders are good role models for pupils and this has contributed to the positive and happy ethos within school. The needs of all pupils are promoted equally and good data analysis ensures that any underperformance by individuals and groups is identified and tackled. A good range of sporting and musical activities outside school helps to develop pupils' social and cultural understanding. This is enhanced by initiatives beyond school, including active links with a school in Pakistan as well as regular visits to local sites of interest. As a result, pupils form good relationships, and accept and respect other people.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk). The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 March 2012

Dear Pupils

Inspection of Hugh Gaitskell Primary School, Leeds LS11 8AB

My colleagues and I very much enjoyed meeting you during the recent inspection. We thought that you were very polite and friendly. You seem to get on well with each other. You told us that behaviour was good in lessons, and around school, and we agree with you. Most of you were very keen to learn and worked hard in lessons. We were especially impressed by the care taken with your learning logs.

The school has improved in a number of ways since the previous inspection, including:

- better attendance
- higher standards in mathematics
- increasing rates of progress in English.

Some aspects of the school are good. The school is well led and managed. Behaviour and safety are good. The school is satisfactory overall because it still needs to improve standards of English and to make teaching consistently good. We have suggested a number of ways in which the school can improve in these two areas.

Once again, thank you for being so helpful during the inspection. We enjoyed our meetings with groups of pupils, and talking about reading with pupils in Year 2 and Year 6. I hope you will continue to work hard. You must also remember to tell your parents and carers how important it is that you attend school as often as possible in order to make good progress with your learning.

Yours sincerely

Philip Jarrett
Her Majesty's Inspector

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