

Hugh Gaitskell Primary School

Inspection report

Unique Reference Number	107959
Local Authority	Leeds
Inspection number	362295
Inspection dates	24–25 November 2010
Reporting inspector	John Young 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	473
Appropriate authority	The governing body
Chair	Mr Geoff Sharpe
Headteacher	Mrs Margaret Beesley
Date of previous school inspection	24 September 2008
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 19 lessons and staff, and saw teaching in each of the 17 classes in the school, as well as specialist tuition in English as an additional language and teaching in the pupil development centre. This included joint observations with the headteacher and one of the assistant headteachers. They held meetings with school staff, a representative from the local authority, the chair of the governing body and groups of pupils. They observed the school's work and looked at a range of other evidence including action plans, case studies and self-evaluation documents. Inspectors also analysed the 57 responses to questionnaires returned by parents and carers, 15 from staff and 102 from pupils.

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

- whether or not the school has accelerated pupils' progress sufficiently to narrow the gap between pupils' attainment and achievement and their capabilities and the age-related expectations
- the impact of teaching on pupils' learning and progress
- the extent to which the school has sustained the effectiveness of Early Years Foundation Stage provision
- how effectively the school has improved attendance and reduced the rates of persistent absence.

Information about the school

Hugh Gaitskell is a larger-than-average primary school, the majority of pupils are White British and live locally. However, the proportions of pupils from minority ethnic groups and those who speak English as an additional language are much higher than the national average and increasing year-on-year. The largest minority ethnic groups are Pakistani, Black African, and Polish; but few pupils are at the early stages of learning to speak English. The proportion of pupils known to be eligible for free school meals is nearly double the national average. The numbers of pupils with special educational needs and/or disabilities is higher than the national average. Their needs range from physical disabilities, moderate emotional, social, behavioural or learning difficulties to speech, language and communication needs.

The school holds a number of awards including Healthy School status, Investors in People, Investors in Pupils, Active Mark Gold and the International School award. The school also provides extended services such as study support, family learning courses and community access. The school has an on-site pupil development centre which caters for its most vulnerable and challenging pupils. It also runs a breakfast club. Over the past 14 months there has been a significant turnover of staff at all levels of the school. The number of children joining and leaving the school outside the normal times is much higher than is found in most primary schools. The school received an interim monitoring inspection in November 2009 which judged it was making inadequate progress in tackling its main areas for improvement. The same inspection judged that the school had demonstrated satisfactory capacity for sustained improvement.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required because a significant proportion of pupils' attainment is low and their overall achievement is not good enough.

The school works in a very demanding environment with high pupil mobility, turbulence in staffing and pupils with low skills when they join the school. Nevertheless, the present circumstances the school finds itself in are not entirely attributable to these challenges. Senior leaders made an uncertain start in addressing the school's issues after the last inspection. They trialled and discarded several national strategies which proved relatively ineffective in their context.

Over the past three years the attainment of pupils by the end of Year 6 has been low. This has been mirrored by a pattern of inadequate pupil achievement. Scrutiny of school data reveals that although progress for some pupils has been accelerated, significant groups of pupils such as those with special educational needs and/or disabilities, those known to be eligible for free school meals and White British boys have, and are still, making slow progress and are unlikely to reach their targets, despite the school's efforts. More recently, senior leaders, with local authority support, have taken more decisive action to combat the issues at the root of the school's underperformance. There have been signs of a recovery as a result. The ratio of pupils reaching age-related expectations by the end of Key Stage 1 is rising and pupils' achievement during Key Stage 2 is improving year-on-year. However, at present the pace of improvement is not rapid enough to close sufficiently the wide gap that exists between pupils' current attainment and achievement and their capabilities. Lesson observations show that, although teaching is satisfactory, there is not enough good teaching to bring about the improvements needed. Even so, the gains made to date in dealing with weaknesses in teaching and learning and improving pupils' achievement, together with a number of effective aspects of the school's work, indicate there is satisfactory capacity for sustained improvement, given a period of stability and continued decisive action.

The curriculum satisfactorily meets pupils' needs. In other aspects, the school is operating effectively. School leaders have created a calm, supportive and caring environment in which pupils' personal development and well-being are good. Pupils also develop high self-esteem and a range of key life skills. Pupils, including those with special educational needs and/or disabilities, are happy, feel safe and say they enjoy coming to school. They demonstrate this through their good contribution to school and wider community life and their good behaviour. Pupils' awareness and take-up of healthy lifestyles and their

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spiritual, moral, social and cultural development are also good. The range of social and work skills they acquire that will aid them in the future is satisfactory but is hindered by low attendance and high levels of persistent absence. Nevertheless, the school provides good care, guidance and support to pupils. Safeguarding arrangements are also good.

The provision, outcomes, and leadership and management in the Early Years Foundation Stage are satisfactory. Leaders' effectiveness is satisfactory, limited by a lack of impact in raising attainment and achievement more strongly. Governance is satisfactory.

What does the school need to do to improve further?

- Urgently improve the achievement of all pupils but particularly White British boys, pupils known to be eligible for free school meals and pupils with special educational needs and/or disabilities, so that their attainment rises in mathematics and English by:
 - - giving pupils more opportunities to develop, apply and reinforce their literacy and numeracy skills across the curriculum
 - - ensuring support and intervention for pupils is more effective and enables them to recover the lost ground in their learning
 - - ensuring learning and progress improves securely and quickly
 - - ensuring a larger proportion of the pupils reach age-related expectations and the higher levels.
- Take decisive action to increase the quality and effectiveness of teaching so that it is at least consistently good by:
 - - ensuring learning activities and challenges are always tailored to pupils' specific needs and focus sharply on promoting learning, developing understanding and extending pupils' skills
 - - ensuring all staff rigidly adhere to the agreed teaching and learning strategies and procedures
 - - eradicating less effective practice and improving pupils' engagement and enjoyment of learning
 - - sharing and embedding the most effective practice in the school.
- Considerably improve pupils' attendance and reduce the level of persistent absence by:
 - - developing more effective strategies for raising parents' and carers' awareness of the impact poor attendance and frequent absence has on their children's academic development
 - - ensuring the active promotion of excellent attendance is embedded throughout the school and among pupils.

Outcomes for individuals and groups of pupils

4

Although pupils enjoy the educational experience the school provides, this is not yet fully reflected in their academic development. As a result, they fail to meet their targets and

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their attainment in mathematics and English by the end of Year 2 and the end of Year 6 are significantly below national averages and have been for several years. This is despite the positive start they make during the Early Years Foundation Stage. Although measures of pupils' achievement by the end of Year 6 have risen year-on-year over the past three years, they remain significantly below national averages. Within this, the achievement of a number of groups have improved to broadly satisfactory, including groups such as girls and Pakistani boys. Modifications in teaching and the curriculum are giving pupils more chances to be creative, independent and to work cooperatively. But the activities offered at times lack a sharp focus on learning or fail to engage or extend them. Inspection evidence and the school's own data show that currently, learning and progress although inconsistent are broadly satisfactory across the school, including for pupils with special educational needs and/or disabilities.

Pupils feel safe in the secure environment the school provides. Most pupils have positive attitudes to learning and participate enthusiastically in school and community life. They take their school council, environmental improvement, and fund-raising roles seriously. The Junior Neighbourhood Watch team successfully lobbied for traffic calming measures in the area. Pupils adopt and understand the benefits of leading active and healthy lifestyles. They know the dangers of alcohol and drugs. Pupils' workplace and other skills that will help them in the future are developed satisfactorily. Good aspects include the business and enterprise and social skills they acquire. However, literacy and numeracy skills, and attendance, are low overall and persistent absence rates are high despite the school's efforts to improve them. Pupils' good social, moral, spiritual and cultural development is evident in their good behaviour, considerate and reflective nature and their awareness of cultural diversity.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
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	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	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Staff work hard and the quality of teaching is satisfactory overall with pockets of stronger practice. But there is not sufficient consistently good teaching to quickly and securely recover the previously lost ground in pupils' skills, knowledge and understanding in English and mathematics. There is some weaker teaching and some staff who do not always implement agreed improvement strategies. In effective lessons, pupils know exactly what is expected of them and joyfully participate in the well-structured, challenging and engaging learning environment that staff create. In these lessons expectations are high, pupils problem solve, work independently and illustrate their understanding of key concepts routinely. In weaker lessons these aspects are absent and a lack of precision in planning and delivery means the varied learning needs of pupils are not fully met. There are examples of effective teacher, peer and self-assessment, evaluation, and feedback but the implementation of the assessment policy and intervention across the school is variable. The school's target setting, tracking and evaluation procedures are satisfactory.

The curriculum opportunities and the extent to which these meet pupils' needs are satisfactory. The core provision is supplemented by a range of enrichment opportunities including visits, visitors, sport, music, art and drama. There is some evidence that leaders are refining provision to better meet the varied needs of pupils by offering specialist English as additional language tuition, tailored support for pupils whose circumstances have made them vulnerable and challenging pupils, and study support for targeted pupils.

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The school has recently introduced a series of linked themes which leaders hope will enable pupils to progress more rapidly. However, there are insufficient opportunities for pupils to develop, apply and reinforce their literacy and numeracy skills across the curriculum. Inconsistency is evident in the implementation of agreed approaches.

The care, guidance and support pupils receive are good. The school provides a very caring atmosphere and ethos, and positive relationships between pupils and staff. The impact of this supportive and nurturing approach is evident in pupils' strong personal development and improving academic achievement. There is positive, planned and systematic support for all pupils including the more vulnerable and challenging pupils. The school provides targeted sessions for gifted and talented pupils, a translation service for pupils at the early stages of learning English, and welfare and educational psychologist support for more vulnerable pupils. The use of well-trained teaching assistants enhances the specialist support pupils receive. However, the promotion of good attendance is not having sufficient impact.

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?

After a slow start, senior leaders have reappraised their strategies and are bringing about improvement satisfactorily. They have set a clear agenda for improvement to which staff subscribe. They have introduced a set of non-negotiable expectations for planning, teaching and learning, behaviour, and assessment which they are monitoring closely. Leaders are also reviewing the curriculum and refining the use of data to support pupils' learning. They have also taken decisive action to address some inadequacies in teaching and learning. Inconsistencies remain but staff are benefitting from training.

The school has good engagement with parents and carers, for example through asking for volunteers in school, newsletters, invitations to celebration events and facilitating family learning opportunities which help parents and carers to better support their children's education. There are a number of effective partnerships in place that enhance pupils' learning and well-being. These include business links, various support agencies, links with an international school to raise the aspirations of Pakistani boys, and the local family of schools cluster. Through the appointments of staff that represent the school's multi-ethnic nature, the curriculum, assemblies, visits and visitors, the school is skilfully raising pupils' awareness of cultural and religious diversity and challenging harmful stereotypes that might compromise their ambitions, sense of equality and justice. Pupils have a strong sense of community and understand that they are part of a diverse society that extends

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far beyond Beeston, Leeds or indeed England, thus demonstrating the school's good promotion of community cohesion.

Safeguarding arrangements are good, particularly with regard to child protection and the safe recruitment of staff. Site security, risks assessments and health and safety procedures are all sound. Record keeping and monitoring are rigorous. Staff are well trained and vigilant. Governance is satisfactory. Members of the governing body have skills to challenge and support the school in areas such as health and safety and finance. Training and experience is giving them the confidence to question pupils' learning and progress. Although resources are deployed adequately this has not been sufficient to ensure outcomes for individuals and groups are satisfactory and therefore value for money is inadequate.. Financial management is sound.

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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enter Reception with skills that are generally well below national expectations, but in some cases are exceptionally low. For example, a number of children still wear nappies. They make a very positive start in all the areas of learning. Despite some uneven progress through Reception and Nursery, by the end of the Early Years Foundation Stage their skills and dispositions, though remaining low, have improved. This represents broadly satisfactory achievement.

Staff are caring and sensitive to children's needs which helps children settle quickly. Children enjoy their learning and show this in their suitable personal development and well-being. The interesting and well-planned indoor and outdoor areas stimulate the children to think creatively, make choices and interact with each other, which they do satisfactorily. However, the resources available to children are not universally of a high quality.

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All requirements, including those for safeguarding, are met. Leaders and managers have established a hard-working team. Their collective commitment and organisational capacities have been central in facilitating the satisfactory outcomes, provision, and leadership and management evident in the Early Year's Foundation Stage. Children's progress is tracked and the impact of provision is evaluated periodically. Parental involvement is actively encouraged and is a good feature.

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

Nearly all parents and carers who responded to the questionnaire were very positive about the school and its work on behalf of their children. They agree that pupils enjoy school and that the school takes account of their concerns and suggestions. They also feel that the school deals effectively with unacceptable behaviour. A very small number of parents feel their children are making insufficient progress. Inspectors investigated these concerns and found evidence to support them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hugh Gaitskell 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 473 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	56	24	42	1	2	0	0
The school keeps my child safe	40	70	17	30	0	0	0	0
My school informs me about my child's progress	31	54	24	42	2	4	0	0
My child is making enough progress at this school	26	46	26	46	4	7	0	0
The teaching is good at this school	31	54	26	46	0	0	0	0
The school helps me to support my child's learning	26	46	29	51	1	2	0	0
The school helps my child to have a healthy lifestyle	27	47	29	51	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	47	25	44	2	4	0	0
The school meets my child's particular needs	29	51	26	46	0	0	0	0
The school deals effectively with unacceptable behaviour	27	47	28	49	0	0	0	0
The school takes account of my suggestions and concerns	22	39	33	58	0	0	0	0
The school is led and managed effectively	27	47	30	53	0	0	0	0
Overall, I am happy with my child's experience at this school	33	58	23	40	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ 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 pupils' 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.



26 November 2010

Dear Pupils

Inspection of Hugh Gaitskell Primary School, Leeds, LS11 8AB

Thank you for being so friendly and polite to the inspectors when we visited recently. We learned a lot from observing your lessons and talking with some of you. We also read with interest the views you and your parents expressed in the questionnaires.

We found that many of you are not making the academic progress you are capable of, or reaching the standards you should. Even though your progress is improving you are struggling to catch up and recover from your previous underachievement. This is why we have given your school a 'notice to improve'. We know that you will be disappointed by this news as we know how much you like your school.

However, we also found that the school does some things really well! The school helps you to gain self-confidence and adopt healthy lifestyles. You have well-developed social skills and moral, spiritual, and cultural awareness. You should be proud of your good behaviour, the positions of responsibility you hold in school and the work you do in the local community; particularly your fund-raising, school council work, bulb planting in the park and maintaining the school vegetable garden. The school's efforts to keep you safe, care, guide and support you are also good. You all get along well and have a good appreciation of each other's cultures. The teaching you receive and the range of subjects you study are mostly satisfactory. However, these have not been good enough to ensure you all achieve as highly as you can. Children in your Early Years Foundation Stage unit make satisfactory progress.

The headteacher and staff work hard and have taken some effective steps to improve the school, but they realise that there is room for much more improvement. So that you all make the progress you are capable of we have asked the staff to raise your attainment and improve your achievement in English and mathematics, ensure that the teaching you receive is consistently good and improve the attendance especially those of you who are regularly absent.

You can all play your part by working hard and attending school regularly, particularly those of you who miss a lot of school.

Yours sincerely

John Young

Her Majesty's Inspector

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