

Quarry Mount Primary School

Inspection report

Unique Reference Number	107889
Local Authority	Leeds
Inspection number	356255
Inspection dates	26–27 January 2011
Reporting inspector	Roger Gill

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	173
Appropriate authority	The governing body
Chair	Ms Erica Ramsay
Headteacher	Mrs Jackie Twaites
Date of previous school inspection	12 March 2008
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Introduction

The inspection was carried out by three additional inspectors. The team observed teaching and learning in 11 lessons, taught by seven teachers. Meetings were held with groups of pupils, governors, parents, carers and staff. Inspectors observed the school's work and looked at a range of evidence including: the school's documents for self-evaluation; safeguarding of pupils; the tracking system used to monitor pupils' progress; and work in pupils' books. Inspectors studied the 39 questionnaires completed by parents and carers as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether learning and progress are as good as the school suggests for all groups of pupils, for example higher attainers.
- If pupils know their next steps in learning well since this is a new feature of the school.
- If current attendance is average or low as it was previously.
- The exact degree of progress being made by children in Reception in view of the changes in accommodation this year.
- How well middle leaders contribute to school improvement since the school states that their work is an area for development.

Information about the school

Quarry Mount is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. There are well-above-average, and rising, numbers of pupils from minority ethnic heritages many of whom are learning English as an additional language. An average proportion of pupils have special educational needs and/or disabilities. The number of pupils with a statement of special educational needs is below that found nationally. The number of pupils joining and leaving the school partway through their education is higher than is typical nationally and rising. The school has a Pupil Development Centre (PDC) responsible for its own pupils whose circumstances may make them vulnerable and those from surrounding schools. Since the school's previous inspection in 2008, it has experienced significant changes in staffing and governance. The governing body has changed considerably as has membership of the senior leadership team. There is a new headteacher and deputy headteacher. After a fall in numbers in 2008/09 the number on roll is increasing. The Reception class moved in September 2010, from shared accommodation within the adjoining children's centre to its own space in the main school building.

There is a children's centre on site, which is not managed by the school's governing body. This facility was inspected separately, at about the same time, and its report is available on Ofsted's website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Quarry Mount is a good school. Pupils make good progress, despite the changes that have occurred since 2008. The headteacher, senior leadership and governing body have managed the elements of change well. This relates particularly to the staff changes and the rising proportion of pupils joining or leaving the school during the course of their education, many of whom are learning English as an additional language. The recent move of accommodation has gone well for children in the Early Years Foundation Stage, but opportunities for play outside are limited.

The positive care, guidance and support that pupils receive have a beneficial influence on their personal qualities. The school produces well-behaved, considerate and involved pupils with a healthy outlook. The backgrounds of pupils are respected and celebrated, so they work and play in harmony. The school engages well with parents and carers in ways that involve them in their children's learning. Moreover, the school works in close partnership with many other groups to add value to pupils' education. For example, the school produces educational materials for the West Yorkshire Playhouse to use based on ways to combat knife crime.

Attainment is broadly average by the end of Year 6. In reading and mathematics standards are average, but standards in writing fall below average. The school has done well to maintain standards, particularly for pupils who arrive late with little English, but there is still scope for improvement in writing and mathematics.

Improvements since 2008 have led to good teaching and learning for almost all pupils. By contrast, pupils capable of exceeding the national average at the end of Years 2 and 6 are not being stretched fully. Furthermore, not all pupils, irrespective of ability, are sure about how to reach their next level of attainment.

Leadership evaluates the outcomes of its work well. The senior leadership team is relatively new but possesses a good understanding about what to do to raise attainment, although, as yet, subject leaders do not possess sufficient first-hand experience of what learning is like in lessons. Nevertheless, good leadership has resulted in many features of the school improving from satisfactory to good since 2008. For example, learning is now good overall. The school, therefore, has a good capacity to sustain and improve on its successes.

What does the school need to do to improve further?

- Raise attainment in English, particularly writing, and mathematics further by:
 - increasing the level of challenge and progress made in lessons for higher ability pupils

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- making sure that all pupils know how to reach the next level of attainment
- involving the subject leaders for English and mathematics in monitoring and evaluating teaching and learning in lessons.
- Improve the opportunities for play outside the Reception class to reinforce, extend and develop the learning undertaken inside.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and achieve well from starting points that are well below typical levels when they begin in the Early Years Foundation Stage. Enthusiasm for learning is fuelled by regular visits to places of interest. For example, a recent trip to Skipton Castle caused some pupils, in their literacy lesson, to write accounts that made them glow with pride. Learning is good overall, but rarely outstanding owing to the satisfactory progress made by more-able pupils and pupils' imprecise knowledge about reaching their next level of attainment.

Overall, those with special educational needs and/or disabilities achieve well as do other groups of pupils such as those of minority ethnic heritage including those learning English as an additional language. Pupils who are supported by staff in the PDC and those who enter the school from abroad partway through the year also learn well. These groups receive specific and beneficial advice and support in a range of ways.

The school promotes many good personal qualities in the pupils. The school council is proud of its contribution. Some members spoke about how safe they feel in school, the good contribution of Breakfast Club, and their pride in purchasing playground equipment. Levels of attendance have improved well to reach broadly average levels. The school has worked productively with parents and carers in this respect. Pupils know about how to lead healthy lives and try hard to practise what they have learnt. Spiritual, moral, social and cultural development is good. The recent successful mini-policing initiative, during which pupils thought deeply about rules and personal morality, made some pupils declare, 'It was good to change ourselves through new work.'

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	3
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?

Good teaching provides carefully planned lessons that make learning interesting; as a result, pupils learn well. For example, a lesson for older pupils combined the study of Macbeth with the social history of Tudor times. Moreover, teaching in the mixed Year 4/5 class used an investigation into Viking history well to teach pupils about creating hyperlinks on the computer.

The assessment of pupils' learning is mostly accurate when used for planning lessons. However, teachers do not use these assessments sufficiently well to help pupils understand how to progress to the next levels.

The curriculum is good. It has been improved well lately to provide useful connections between subjects. There is good promotion of basic skills that benefits the majority of pupils. Furthermore, a wide range of additional activities accentuates diversity in ways that fascinate pupils. For example, as part of their studies in Black History, pupils use the school's own published materials about the story of Mary Seacole. Pupils have produced high quality artwork related to Holocaust studies because, apart from teaching skills and principles the school holds dear, the curriculum is well planned in these respects.

All pupils receive good care, guidance and support. The school is particularly successful in meeting the needs of pupils and their families whose circumstances may make them vulnerable such as pupils who join or leave the school partway through their education. Attendance and punctuality are highly prized. The school's own game of Classopoly

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(played each week in assembly to focus attention on coming to school and on time) brings out the best in pupils in terms of competition and the desire to beat their previous best, which is why attendance is improving.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior colleagues have produced a good school after a period of rapid change. Their ambition and drive, notwithstanding the limited experience of subject leaders in observing lessons, have increased the pace of learning for most pupils. Moreover, they have created confident teaching that capitalises on a rich, revitalised curriculum. Governance is satisfactory. There is a core of longer serving members who know the school well but quite a few new governors who have not yet undergone sufficient induction to play a full role on the governing body. Equality of opportunity is promoted well and discrimination is not tolerated. Gaps in the performance of several groups of pupils have closed in the last two years, although higher attainers are not currently reaching their full potential. The school's procedures for safeguarding pupils are satisfactory. Risk assessments are thorough and the school has a sound grasp of which pupils it needs to provide with extra support.

The school's harmonious atmosphere, its links within the local community and its productive partnerships are most beneficial to pupils' development. Stimulating initiatives to promote local, national and international perspectives on faith and culture are in place, which is why community cohesion is good.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children make good progress from their starting points. Despite ending their Reception Year at below expected levels, children achieve well. The well-qualified and enthusiastic team of staff, which works in partnership with parents and carers, assesses children's progress well and plans purposefully what they need to learn next. Children learn well in sessions that challenge them to think hard about their own ideas or previous learning. For example, teaching of letters and their sounds was productive because it drew on what the children knew but also stretched their knowledge. Moreover, high quality discussions, led by a teaching assistant, about shields made after a visit to Skipton Castle skilfully elicited from children their thoughts on dragons' fire and how this might be avoided.

The move into the main school building has been managed well. As a result, the provision in the Early Years Foundation Stage is developing fast, but it is only satisfactory overall at the moment owing to the limited facilities outside. Children have supervised access but cannot, as yet, practise and develop all areas of learning. Nevertheless, good teaching engages children who learn well.

Overall effectiveness is good because thoughtful leadership evaluates children's learning well. For example, a recent analysis showed that creative development could be improved, so an artist-in-residence was commissioned to work with children and train staff. This project is proving most successful. Staff are learning to encourage children try out their ideas for longer before being questioned and guided by an adult, which is already reaping benefits as demonstrated by some good progress in painting and printing.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The questionnaires that inspectors received show that all parents and carers hold positive views about their children's educational experiences overall. There were a few negative opinions, which were primarily about whether the school deals effectively with poor behaviour. Inspectors endorse the positive views expressed by parents and carers, and found that the school has increased behaviour to a good level since the last inspection. Currently, incidences of bullying or disruptive behaviour are rare.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Quarry Mount 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	72	9	23	1	3	0	0
The school keeps my child safe	20	51	18	46	1	3	0	0
My school informs me about my child's progress	17	44	20	51	2	5	0	0
My child is making enough progress at this school	24	62	13	33	1	3	0	0
The teaching is good at this school	24	62	14	36	0	0	0	0
The school helps me to support my child's learning	19	49	19	49	1	3	0	0
The school helps my child to have a healthy lifestyle	13	33	24	62	1	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)	10	26	27	69	0	0	0	0
The school meets my child's particular needs	14	36	23	59	0	0	0	0
The school deals effectively with unacceptable behaviour	9	23	26	67	4	10	0	0
The school takes account of my suggestions and concerns	13	33	23	59	0	0	0	0
The school is led and managed effectively	17	44	19	49	2	5	0	0
Overall, I am happy with my child's experience at this school	21	54	18	46	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



28 January 2010

Dear Pupils

Inspection of Quarry Mount Primary School, Leeds, LS6 2JP

My colleagues and I thoroughly enjoyed our two days with you. You go to a good school with some special features that make it such an interesting place to visit. For example, you are very proud that Quarry Mount has been invited, for the second year running, to present work at the Holocaust Memorial Service in Leeds. The artwork that older pupils produce for this type of event is first-rate. The large majority of pupils in Year 6 reach the nationally expected levels in English and mathematics. This is a success, since many found these aspects difficult when they joined the school and quite a few were at an early stage in learning English.

Your questionnaires show how much you enjoy lessons and all the other interesting things to do. You say that you learn a lot in lessons and we agree: lessons are good because teachers try hard to make them interesting and useful. We judge that behaviour is good and agree with you that it has improved a lot over the last two years. A few of you think that behaviour could be even better.

We have asked your school to do two things to improve. Your teachers should raise standards in English, particularly writing, and mathematics even further. To do this more-able pupils need to reach even higher levels, you all have to know exactly how to reach the next level of attainment and subject leaders should visit lessons more often to give advice to teachers about your learning. Finally, outside play for children in Reception should be improved so that they can practise and expand on their learning indoors. You can all help by understanding precisely how to reach the next level in your learning and trying hard to get there.

Yours sincerely

Roger Gill

Lead inspector

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