

# Strawberry Fields Primary School

Lidgett Lane, Garforth, Leeds, West Yorkshire, LS25 1LL

## Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress, particularly in writing and mathematics, is not consistently good over time.
- Teachers do not make certain that pupils write at length often enough.
- They do not always ensure pupils take enough care in their basic skills such as handwriting and in their mathematical calculations.
- Although teachers mark work regularly, they do not always make sure that pupils follow the guidance they are given.
- The plans to move the school forward do not provide specific and clear enough guidance to aid leaders and the governing body in ensuring the best rate of improvement.
- Key stage and subject leaders do not always check on the quality of teaching and learning rigorously enough to ensure that areas for improvement are always promptly addressed.
- The governing body is not yet well enough informed to hold leaders fully to account.

### The school has the following strengths

- Children make a good start to their education in the Early Years Foundation Stage and are well prepared for Year 1. This is an improvement since the last inspection.
- Pupils enjoy reading and make increasingly good progress.
- The school is friendly and welcoming. Pupils behave well and their spiritual, moral, social and cultural development is promoted well.
- Teachers make good use of links between subjects to make learning enjoyable.

## Information about this inspection

- Inspectors observed 16 lessons including five joint observations with the headteacher and deputy headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair of the Governing Body, a representative of the local authority and members of staff including senior and subject leaders. Inspectors also heard pupils read.
- Inspectors took account of 32 responses to the online questionnaire (Parent View). They also analysed the school's own consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Brenda Clarke	Additional Inspector
Gillian Hunter	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils are from White British families.
- The proportion of pupils who are known to be eligible for the pupil premium is average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those looked after by the local authority or the children of forces families.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in 2012.
- Approximately one third of teachers are new to the school since the previous inspection.

### What does the school need to do to improve further?

- Improve the overall quality of teaching to consistently good or better in order to further improve rates of pupils' progress, particularly in writing and mathematics by ensuring that:
  - teachers provide regular opportunities for pupils to write increasingly at length through the school day
  - teachers have high expectations for pupils to write with a fluent and legible handwriting and be accurate in all their mathematical and written work
  - pupils follow up on the guidance teachers provide in marking and feedback and that errors in their basic skills are addressed in all subjects.
- Further strengthen leadership and management by ensuring that:
  - the school development plan sets out precisely the steps that need to be taken to achieve the school's challenging targets
  - key stage and subject leaders rigorously check the quality of teaching and learning in their areas of responsibility and promptly act upon issues raised
  - An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Since the last inspection standards rose steadily and standards by Year 6 are now broadly average overall. The standards pupils reached by the end of Year 6 in 2012 and the overall progress they made, reflected in national tests and assessments, were just below government floor targets. This was largely due to a significant staffing issue over a sustained period of time which particularly affected these pupils. Despite improved progress in response to more effective teaching in their Year 6 year, these pupils did not achieve their potential.
- Those below average standards are not typical. Pupils' current work and progress show much better achievement as a result of stable staffing and increasingly robust procedures to improve the quality of teaching and learning. All groups of pupils currently make at least expected progress in reading, writing and mathematics, and increasing proportions are achieving better than this. However, not enough pupils are making good progress to ensure they reach the highest levels of which they are capable.
- Pupils' progress in writing is inconsistent. They make a good start in the Early Years Foundation Stage. However, pupils in Key Stage 1 and 2 do not write at length often enough to fully extend these skills. They do not always pay close enough attention to the accuracy of their basic skills such as handwriting and spelling as they write. Consequently, their overall progress is not as good as it could be.
- Pupils' mathematical skills are improving but are not yet good. Despite some imaginative teaching allowing them to apply their mathematical learning in interesting ways, pupils are not always productive during the time they have and take enough care to ensure their work is accurate and readable.
- Pupils' progress in reading is increasingly good and stronger than other subjects. They understand the links between letters and the sounds they make well and use this knowledge to read new and unfamiliar words. Most pupils are enthusiastic about books and read fluently. Pupils are given increasing opportunities to read aloud and increase their fluency, but some opportunities are occasionally missed to develop these skills in different subjects.
- Children start in the Early Years Foundation Stage with skills and understanding which are largely typical for their age, although they have been lower than this over the last two years. They make a good start in their early reading, writing and number skills. They learn to persist with tasks for long periods and take a pride in their work. This is a good improvement since the last inspection.
- Pupils in receipt of pupil premium funding often make better progress than their peers. Overall, they are reducing the gap between the standards they reach and that of others. In 2012, they were less than a term behind the national average overall and current work shows that many are at expected levels.
- This is because their progress is very closely tracked and additional support is provided which boosts their learning of basic skills. This also applies to pupils who have special educational needs, who respond well to the caring and supportive ethos through the school. These pupils are sometimes more careful in considering the accuracy and presentation of their work. Consequently, they sometimes make better progress overall than their peers.

### The quality of teaching

### requires improvement

- Teachers do not provide enough opportunities for pupils to write at length during the school day. Too often, the writing they do is brief and focused on the specific skills they are learning. Consequently, pupils do not always develop the ability to independently write fluently and accurately enough by Year 6.
- The staff do not regularly insist that pupils use the most fluid and legible handwriting they can and ensure spellings are accurate. In mathematics, pupils do not always set out their

calculations with appropriate care leading to some avoidable errors. As a result, although the content of their work may be interesting and creative it is not always clearly expressed, reducing its impact.

- Teachers mark work and provide regular positive feedback to pupils. However, they do not routinely ensure that pupils reflect and act upon the guidance they are given and, consequently, some mistakes are repeated. Teachers do not always ensure that errors in written work in subjects other than English are addressed effectively.
- Overall, these weaknesses mask some positive improvements to the quality of teaching. In many lessons throughout the school, teachers engage pupils from the start in contributing to and participating in lively and motivating activities. They often set a brisk pace and make good use of clear steps to success at different levels to provide challenge to all abilities.
- They make positive use of links between subjects to make learning relevant. For example, pupils learned about capacity by mixing 'medicines' based on Roald Dahl stories. They make regular use of information and communication technology to boost their learning. For instance, more-able Year 6 pupils researched mountain ranges around the world and independently calculated percentages and fractions of relative heights to produce pie charts and other graphs.
- In the Early Years Foundation Stage, activities are well planned to build children's enthusiasm and interest in learning through attractively resourced activities that they select for themselves. The use of the outdoors to encourage learning in all areas is a strong improvement since the last inspection. Early reading, writing and number skills are introduced systematically through rhymes, songs and games.
- The teaching of reading, writing and number is largely systematic. This particularly supports the progress made by disabled pupils and those who have special educational needs, and those for whom the school receives pupil premium funding. Teaching assistants provide skilled support to learning in the classroom and are well trained to provide specific support when required.

### **The behaviour and safety of pupils** are good

- Pupils behave well in classrooms and around school. The school is calm and orderly, and relationships between pupils and adults are good.
- Pupils treat each other with respect and consideration. They take good care of each other, especially in the playground. The school works closely with parents in ensuring that pupils are punctual. Attendance is at least average.
- Pupils take responsibilities and make a contribution to a safe environment through their roles on the school council and class councils. They are regularly involved in charitable work and fund-raising activities and are proud of this.
- The school works effectively with parents to support pupils with emotional and social difficulties and to help them manage their own behaviour. Initiatives such as sending a text to parents when their child loses 'Golden Time' through misbehaviour have an especially positive impact. Consequently, poor behaviour is rare and there have been no recent exclusions.
- Pupils have a good understanding of different types of bullying and feel that there is very little of this. They have a particularly good understanding of the potential dangers of the internet through their work on the safe use of computers. This is supported by the school's good record keeping of incidents.
- The pupils respond well to the strong moral and social guidance they receive. They develop positive attitudes to life and learning through the teaching of positive values such as the Investors in Pupils work, Superstar Learners and Respect initiatives.
- On a few occasions, when work is not matched carefully enough to pupils needs, they lose concentration limiting their progress.

**The leadership and management** requires improvement

- Some of the areas for improvement identified in the school's improvement plan are not all precise, measurable and challenging enough. As a result, senior leadership and the governing body are not able to ensure all aspects of teaching and learning improve strongly.
- Key stage and subject leaders, several of whom are new to their roles, are not consistently rigorous enough in checking pupils' work and the quality of teaching. For example, to make certain that the highest expectations for pupils' writing and use of marking are always followed so that pupils' achievement improves promptly.
- Overall, however, staff are held accountable for the progress their pupils make. The headteacher and governing body ensure that they fulfil appropriately stringent criteria before they can achieve the next salary level.
- The school tackles any issues of discrimination well and this contributes to the harmony in the community.
- The school takes good care of its pupils. The headteacher and her staff are passionate about ensuring pupils enjoy their learning and feel safe. Procedures to ensure pupils' safety are thorough and meet legal requirements. The school has strong links with education welfare and other support agencies to meet the pupils' emotional and behavioural needs well.
- The local authority provides appropriate support to the school. It identified concerns over standards in 2012 and has provided additional training and support to staff and the governing body. This is beginning to have an impact.
- **The governance of the school:**
  - The governing body has recently recruited several new members bringing a wide range of skills and experience. However, its members are currently not well enough informed to hold leaders fully to account. They rely too heavily on information and data on pupils' progress and teachers' performance given by the headteacher. They have not sufficiently rigorous procedures to gather first-hand information and check its accuracy. They ensure safeguarding procedures meet current requirements and that budgeting procedures comply with best practice. They are increasingly involved in training towards this through support from the local authority.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134405
<b>Local authority</b>	Leeds
<b>Inspection number</b>	402607

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rob Niven
<b>Headteacher</b>	Ruth Janney
<b>Date of previous school inspection</b>	10 November 2009
<b>Telephone number</b>	0113 386 2490
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