

# Great Preston VC CofE Primary School

Preston Lane, Great Preston, Leeds, West Yorkshire, LS26 8AR

**Inspection dates** 30 April 2014–1 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Progress throughout the school is good. It has improved because pupils have responded positively to the good teaching.
- Teaching is consistently good across the school. Staff have good knowledge of the subjects taught and so activities are planned well to enable pupils to make good progress and to reach at least average standards by the end of Year 6.
- Pupils behave well in class and around the school. They have very positive attitudes to work and they want to learn. They feel safe in school because adults care for them.
- Disabled pupils and those who have special educational needs do well because they get the help they need.
- What pupils learn is wide ranging and contributes well to their spiritual, moral, social and cultural development. Pupil's achievement in both music and art is impressive.
- School leaders regularly check the quality of teaching to identify where improvements can be made. They have established a culture in which everyone wants to improve.
- School leaders and governors have an accurate view of the strengths and weaknesses of the school. They have well-founded plans in place to show how further improvements will be made.

### It is not yet an outstanding school because

- There is still a small proportion of teaching that requires improvement. The outstanding teaching in the school is not shared well enough with other staff to improve their practice further.
- On occasion, work set for the most able pupils in mathematics lacks challenge.
- Pupils do not have the opportunity to use and apply their mathematical skills in real life contexts and in other subjects.
- Key subject leaders do not systematically analyse pupils' performance to inform their checks on classroom practice.

## Information about this inspection

- Inspectors observed parts of 15 lessons; they also visited two acts of collective worship.
- Inspectors looked at pupils' work in their lessons and carried out a detailed scrutiny of their written work.
- Inspectors held meetings with groups of pupils, and talked with them in lessons and around the school.
- Meetings were held with the headteacher, other staff with leadership responsibilities, nine members of the governing body and the local authority Early Years Foundation Stage Consultant. A telephone discussion was held with the School's Improvement Consultant from the local authority.
- A variety of school documentation was examined, including records of current pupils' progress, self-evaluation summaries and improvements plans, behaviour and attendance logs, the sports premium action plan, minutes of governing body meetings and records relating to safeguarding and to the management of staff performance.
- Inspectors listened to pupils read and talked with them about their reading.
- The inspectors met informally with parents at the beginning of the school day and took account of the 28 responses to the online questionnaire (Parent View). The responses to 11 staff questionnaires were also considered.

## Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Baljinder Khela

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- Pupils are taught in single-age classes.
- The vast majority of pupils are White British.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is an independently managed pre-school that is housed on the school site which is inspected separately.

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

- Improve the quality of teaching and learning from good to outstanding in order to raise pupils' achievement further by:
  - eradicating the very small proportion of teaching that requires improvement
  - ensuring the work planned in lessons consistently meets the needs of all pupils, particularly the most able in mathematics
  - developing pupils' confidence in their core mathematical skills and giving them more opportunities to apply these in real life contexts and in other subjects
  - sharing the outstanding practice evident in teaching with others across the school.
- Improve the quality of leadership and management by ensuring leaders, who are responsible for key subject areas, are given more opportunities to analyse the performance of pupils in their subject, and then use this information to guide them in checking on classroom practice and holding colleagues to account for improving pupils' performance.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills and knowledge below those typical for their age, particularly in communication, language and literacy. In the past, pupils reached standards that were below average. Pupils now make good progress and leave school at the end of Year 6 with average standards in reading, writing and mathematics.
- Progress in the Reception Year is good. Children achieve well because staff check their learning carefully and provide additional support when required. Purposeful activities mean no time is wasted. By the time they start Year 1, most confidently count to 10 and beyond and read and write simple sentences.
- Progress through the rest of the school has improved over the last two years and is good. It has become more consistent because teaching is better, and the quality of teaching is checked and improved more often than at the time of the previous inspection.
- The standards reached by pupils at the end of Key Stage 1 have been consistently average in reading, writing and mathematics. The school's tracking information and work seen in pupils' books show that pupils currently in Years 1 and 2 are continuing to make good progress.
- The school's information on pupils' progress shows that pupils currently in Years 5 and 6 are making good progress and that Year 6 pupils are on track to attain above average standards in reading, writing and mathematics in this year's national tests.
- Progress in reading has significantly improved since the last inspection. In the national screening test for phonics (how letters link to the sounds they represent), in 2013, the proportion of Year 1 pupils who met or exceeded the level typical for their age was above the national average. Success in this area is because pupils are taught phonics much more effectively.
- Progress in writing has improved because the school identified significant gaps in pupils' skills, and took effective action to eliminate them. Pupils use their writing targets no matter what subject they write about and they see writing in its wider context, not just something they do in English lessons.
- Progress in mathematics has improved but is not as good as progress in reading and writing. Pupils supported by the pupil premium funding, including those who known to be eligible for free school meals, reach similar levels to other pupils. They make good progress because they receive effective support from skilled teachers and other staff. The school uses the additional funding to provide additional support for teaching phonics and by increasing the number of adults working with identified pupils. In 2013, the vast majority made good progress and closed the gap in attainment between them and their classmates.
- Disabled pupils and those who have special educational needs do well because they are supported well, often by skilled teaching assistants, to achieve success in the work set for them.
- The most able pupils generally do well but, at times, these pupils do not make enough progress, for example, when they are being taught skills, knowledge and techniques that they have already mastered. This means they do not always make the best possible progress in mathematics. Overall, leaders promote equality of opportunity well.

### The quality of teaching is good

- The quality of teaching has improved considerably since the previous inspection. There are good relationships between teachers and pupils and consequently, pupils are attentive and listen carefully in class. Pupils respond enthusiastically to teachers' questions because they know that teachers value what they have to say. Pupils readily discuss and share their ideas and this helps to deepen their knowledge and understanding.
- Children in the Reception class learn well because adults plan activities that help them to develop and make good progress. The environment is bright and attractive and allows children to work and play indoors as well as outside. This allows them to choose some activities for

themselves as well as to join in with those that are led by adults.

- There is a good understanding of the learning needs of pupils and most of the time work is set at the right level. Pupils' understanding is frequently checked and extra help provided for those who struggle. This ensures that all pupils make good progress, particularly in reading and writing.
- Staff have a good knowledge of the subjects they teach. This enables them to provide activities that inspire and motivate pupils. In a Year 6 literacy lesson, pupils were involved in some very creative writing with the aim of contributing a paragraph to the school's newsletter.
- Pupils are very proud of their work which is always presented at a high standard. Marking is thorough and provides pupils with detailed information about what they have done well and what they need to learn next.
- Teaching is not yet outstanding because occasionally work set for the most able pupils in mathematics lacks challenge and they do not get enough opportunity to develop and apply their mathematical skills to the level of which they are capable. Teaching assistants are deployed well and they are involved in planning what is taught. They are well informed about the needs of particular pupils, especially the disabled and those who have special educational needs. Consequently, when working with such pupils they support learning well.
- Across the school, pupils are keen to learn and are interested in what they do. They appreciate the improvements that have been made. 'We have more fun now and we get to learn about different subjects,' was a typical comment from pupils.

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

- The behaviour of pupils is good.
- The school has worked successfully to improve behaviour.
- Staff are skilled in managing pupils' behaviour and consistently follow the school's agreed practices. Pupils report that behaviour is good and that when there is poor behaviour it is dealt with quickly. This is confirmed by the school's records of behaviour.
- The pupils understand they can talk with adults, particularly the Learning Mentor, about their problems. They are encouraged and benefit greatly from the support of the Harmony Group, pupils who are skilled in listening and helping others.
- Pupils show courtesy to each other, staff and to visitors. There is no evidence of litter and the many wall displays are respected. On the playground, pupils play well together and are considerate and kind to each other as they play.
- Pupils play an active role in the school and enjoy taking on responsibilities. The older children have a range of roles, and as play leaders they show great maturity looking after each other and the younger children.
- In the large majority of lessons, pupils concentrate well; attitudes to learning are very positive and pupils show a desire to learn. They participate well in classroom activities. However, on occasion, when the pace of learning and work is not challenging enough pupils lose concentration and do not complete their work as well as they could. A few do not always persevere. This is why behaviour is judged good rather than outstanding.
- Pupils are well equipped for lessons and settle very quickly to their work. Pupils are proud of their books which are neat and well kept.
- The school's work to keep pupils safe and secure is good.
- Pupils have a good awareness of the different forms of bullying, including cyber-bullying, and have been taught how to keep themselves safe, for example on the roads and when online.
- There are very few incidents of bullying and pupils are confident that when any occur they are dealt with promptly by staff. No form of discrimination is tolerated in the school.
- The school has put in place many strategies to improve attendance, which has increased and is now average.
- In the school's own questionnaires, all staff and almost all parents agree that pupils are well

behaved as well as happy and safe at school.

## **The leadership and management are good**

- Staff at Great Preston are a well-motivated and dedicated team. They have been led effectively by senior leaders to move the school from inadequate to good. Expectations are high and the clear vision and drive shown by the headteacher are shared by all.
- There is a strong sense of purpose within the school, which is driving sustained improvement in teaching and pupils' achievement. Senior leaders know what the school needs to do to improve. They use information about pupils' progress particularly effectively to check all are doing well, and to make changes if they are not. In this and other important areas, the local authority's support is of great benefit to the school.
- Professional development is linked to performance management and the school priorities. The performance of staff is rigorously managed to improve the quality of teaching. Strategies to check and measure the performance of the school, such as the frequent observation of lessons, are fully in place. This has improved teaching and achievement and addressed the issues identified at the previous inspection.
- Middle leaders are making a useful contribution but do not always analyse the information the school has about pupils' progress. This limits their ability to check rigorously on the quality of classroom practice and of pupils' achievement and in turn, their efforts to contribute to improvement.
- There is now outstanding teaching in the school but as yet, school leaders do not use this well enough to support all teachers.
- Links with other professionals are used very effectively. There are strong links with outside agencies and the school benefits greatly as part of the Brigshaw Cooperative Trust. Staff benefit from talking with colleagues at other schools about similar challenges, for example, in regulating standards across a range of subjects.
- Pupils say they enjoy the interesting and varied curriculum, and the way visits and visitors often bring aspects of learning to life. They appreciate a full range of out of class activities, including, tag rugby, art, French, and running clubs.
- The Christian ethos of the school permeates all aspects of its work. There are many opportunities to broaden pupils' spiritual, moral, social and cultural development.
- The primary school sports funding is used well. Pupils like being energetic in the wider range of activities, led by specialist coaches. Staff work alongside these specialists to support their practice.
- Parents spoken with during the inspection were full of praise for the school. The school offers parents opportunities to find out about subjects and how they can support their children with homework.
- All safeguarding requirements are met and health and safety are priorities within the school.
- **The governance of the school:**
  - Governors provide good support and challenge to school leaders and hold them to account. They visit the school formally as well as informally. For example, some governors regularly visit and attend collective worship and this gives them a good understanding of how the school is led and managed on a day-to-day basis. Governors receive good quality information from the headteacher regarding the performance of staff. They know that leaders have addressed weaker teaching and that only the best teaching is rewarded. Governors are familiar with a wide range of comparative performance information and so they know how well the school is doing in relation to all schools nationally. They keep a tight grip on finances to ensure that money, including the pupil premium funding, is spent wisely. They ensure that all adults and pupils are safe at school by checking policies and seeing for themselves how well leaders ensure that pupils are safe.

## 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>	134913
<b>Local authority</b>	Leeds
<b>Inspection number</b>	441916

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>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Curtis
<b>Headteacher</b>	Debra Simpson
<b>Date of previous school inspection</b>	16 January 2013
<b>Telephone number</b>	0113 232 0034
<b>Fax number</b>	0113 287 7175
<b>Email address</b>	admingreatpreston@brigshawtrust.com



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

