

# Strawberry Fields Primary School

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

**Inspection dates** 20–21 January 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from starting points that are mostly below those typical for their age. Provision in the early years is effective and children get off to a good start and achieve well.
- Standards at Key Stage 1 have improved in reading, writing and mathematics since the last inspection and are now broadly average.
- Standards at Key Stage 2 are broadly average in reading, writing and mathematics. The proportion of pupils attaining the expected level for their age in reading, writing and mathematics is above average.
- Teaching is good and staff provide high quality, well-planned opportunities for pupils to learn effectively and enjoy a wide range of experiences.
- Teachers and teaching assistants create a very positive working environment which encourages pupils to get the most out of their lessons.
- Pupils enjoy learning and apply themselves well in lessons. Their attitude to learning is good and attendance is above average.
- Pupils behave well and feel safe in school. They speak positively about their relationships with adults and feel well supported by all school staff.
- The quality of care that staff provide for pupils is good, especially for those who have additional needs or whose circumstances make them particularly vulnerable.
- The school is led by a leadership team whose focus on improving the quality of teaching has been successful in raising pupils' achievement and standards.
- Governors are highly effective and have an accurate and well-informed view of the school's performance. They work successfully with senior leaders to raise standards and further improve the quality of teaching.

### It is not yet an outstanding school because

- Not enough pupils achieve the higher levels at the end of Key Stages 1 and 2 in reading, writing and mathematics.
- Teachers do not always set pupils work that is sufficiently challenging, especially for the middle ability pupils, to ensure they always make the best progress.
- The quality of marking in subjects, other than English and mathematics, is not always effective in extending pupils' learning.
- Senior and middle leaders do not always focus enough on evaluating the aspects of teaching that need attention and the impact of their actions on securing improvement.

## Information about this inspection

- Inspectors observed lessons or part lessons in all classes, including one which was jointly observed with the headteacher.
- Meetings were held with groups of pupils, members of staff, members of the governing body and a representative of the local authority.
- Inspectors took account of 46 responses to the online questionnaire (Parent View) and looked at the school's latest parental survey. They also reviewed written information received during the inspection.
- Inspectors observed the school's work and looked at a wide range of documentation including: assessment data, the school's evaluation of its work, minutes of governing body meetings, safeguarding documentation, reports from school improvement partners, information about the management of teachers' performance, monitoring records and the school's improvement plan.
- Inspectors listened to pupils read and also reviewed samples of their work.
- Inspectors reviewed 40 responses to the staff questionnaire.
- Inspectors observed pupils' behaviour at playtime, lunchtime, around the school and in lessons.

## Inspection team

Clare Daniel, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Melvyn Hemmings	Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The proportion of disadvantaged pupils, those supported through the pupil premium is 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 is average.
- The school operates a breakfast club during term time, which is managed by the governing body.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics at the end of Year 6.

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

- Improve teaching in order to increase pupils' progress further in reading, writing and mathematics by:
  - making sure that tasks always contain enough challenge, especially for middle ability pupils
  - ensuring that the quality of marking and feedback given by teachers always matches that given in English and mathematics so that pupils consistently know how to improve their work.
- Improve leadership and management by:
  - ensuring the evaluation of teaching always has a sharp focus on the aspects needing most attention and checks are made to see that changes are securing improvement.

## Inspection judgements

### The leadership and management are good

- Senior leaders expect good progress and take care to promote equality of opportunity for all pupils. This is a school that fosters effectively good relations and ensures there is no discrimination. Staff have an informed knowledge of pupils in the school and the level of pastoral care provided for them and their families is a significant strength of the school.
- Senior and middle leaders are effective and demonstrate high levels of commitment to raising pupils' achievement. They check on pupils' achievement regularly and analyse their progress every half term. This ensures that pupils who are at risk of not making good progress are identified quickly and additional support provided to improve their learning. Leaders offer well-organised support to staff.
- The headteacher takes responsibility for overseeing the achievement of and provision for pupils with special educational needs and disabilities, alongside the school's inclusion coordinator. Support for these pupils is reviewed regularly and amended if leaders do not feel it is immediately effective in securing good progress.
- The pupil premium funding is spent effectively to ensure that disadvantaged pupils make good progress. School leaders, including governors, regularly review the impact of this funding on raising pupils' achievement.
- Teachers have performance targets linked to improving the quality of teaching and raising pupils' achievement. Senior leaders check these targets have been met through the formal appraisal process and can demonstrate the impact that professional development is having on improving the quality of teaching over time.
- Teaching is evaluated regularly through lesson observations, learning walks, scrutiny of pupils' work and reviews of achievement in pupils' progress meetings. Occasionally, during these activities, leaders do not maintain a sharp enough focus on aspects of teaching that need attention nor on the impact any changes are having on securing improvements. As a result, a few issues remain needing attention.
- The school has well thought out curriculum plans which ensure that there are very many opportunities for pupils to write and use their mathematical skills in different subjects. The curriculum is significantly enriched with a wide range of trips and visits and pupils are very enthusiastic about the range of learning opportunities they have both in the school and beyond.
- Pupils' spiritual, moral, social and cultural development is well supported by the range of subjects taught and by assemblies, as well as opportunities to take part in different extra-curricular activities. Pupils have a wide range of responsibilities within the school which they enjoy and these contribute towards their sense of community responsibility. The range of experiences the school offers pupils ensures that they are well prepared for life in modern Britain.
- The primary school sports funding is spent wisely to ensure that all pupils benefit from an improved quality of teaching and the opportunity to take part in a wide range of activities. Staff members with particular strengths in this subject take responsibility for teaching physical education to a number of classes to ensure pupils have consistently high quality experiences.
- The local authority provides effective support for the school and has maintained regular contact with senior leaders and governors to ensure that improvements have been sustained.
- Safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
  - The governing body has a very accurate and well-informed understanding of the school's strengths and weaknesses. Governors challenge senior leaders very effectively about improvements in the standards pupils reach. They review regularly the school's data on progress and compare this with the national picture. Through their monitoring work, governors have an accurate view of the quality of teaching. They check the quality of the school's work regularly at their meetings and undertake monitoring work in school alongside senior staff. Training in monitoring pupils' achievement has been undertaken and governors clearly understand the link between the arrangements to manage the performance of teachers and their impact on raising standards and improving the quality of teaching, as well as pay rewards. Governors have a good overview of the spending of the pupil premium funding and the primary sports funding and the impact on pupils' progress and well-being. The governing body meets all statutory requirements.

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

- The behaviour of pupils is good. In lessons, pupils are motivated and keen to do well. They enjoy learning, listen carefully and follow instructions well. Pupils collaborate with enthusiasm and in a number of the lessons which inspectors observed, cooperation between pupils was a significant factor in the good progress they made.
- Pupils say they think behaviour is good and most have a clear understanding of the school's systems of rewards and sanctions and the effect these have on maintaining good order and high expectations. They are very confident that on the rare occasions that behaviour is weaker staff deal with this fairly and consistently by all staff.
- Pupils behave well around the school and are polite, courteous and welcoming to visitors. They enjoy sharing their work and are proud of the improvements they have made.
- They move around the school sensibly, take account of the needs of others and comply with the school rules with sensitivity. Despite the excitement of heavy snowfall during the inspection, pupils' behaviour outside was sensible and they made sure that snowballing only took place on the field rather than close to the building in more confined circumstances.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Relationships between pupils and adults are highly positive and pupils trust the school's staff to help them if they have any problems or concerns. When discussing their views with inspectors, pupils praised consistently the quality of support that they receive from the adults in school.
- Pupils say that they feel safe in school, there are very few incidents of bullying and that staff deal with any well. They demonstrate a good awareness of how to keep themselves safe both physically and, for example, when using the internet.
- Most parents who responded via Parent View said that they felt pupils were well behaved, and the majority said that bullying was dealt with effectively. Almost all parents said their child felt safe at school.
- Staff manage behaviour well and have high expectations of pupils' behaviour in lessons and around the school. Even though incidents of misbehaviour are rare, the school keeps detailed records of how these are managed and works well with parents to resolve them.
- Very effective procedures are in place to keep vulnerable pupils safe. School leaders provided clear evidence of how the school works with other agencies to protect and nurture such pupils.
- The breakfast club is well supported and offers an interesting range of activities and a healthy meal for those pupils who attend.
- Attendance is consistently above average.

**The quality of teaching is good**

- Effective teaching throughout the school leads to a calm and well-organised learning environment. Activities are planned carefully and as a result, learning is purposeful and pupils are keen to do well. They listen to their teachers attentively and apply themselves quickly to their activities. Pupils who spoke with inspectors said they enjoyed learning and appreciated the range of activities they were presented with in lessons.
- Reading is taught well across the school. Phonics (letters and the sounds they make) is taught effectively. Success is evident in the results of the most recent Year 1 national phonics screening check, which showed the proportion of pupils who reached the standard expected for their age was above average. Most pupils in Year 2 who did not meet the standard in Year 1 were successful in reaching the expected standard the following year. Teachers provide many opportunities for pupils in all classes to make excellent use of their reading skills to research their topics using a wide range of texts.
- Teachers ensure pupils have ample opportunities to practise their writing skills in different subjects. As a result, pupils learn to improve their style and awareness of the reader. They enjoyed identifying formal and informal letter writing techniques during an English lesson based on their Victorians topic and were able to suggest some high quality phrases to use in a letter of complaint. Some of the older pupils have weaknesses in their spelling skills, which are not evident lower down the school but this is not always picked up and remedied in a structured and systematic way.
- Mathematics is taught well showing teachers' secure subject knowledge. In a Year 4 mathematics lesson,

work was matched closely to the ability of the pupils. The most able pupils in the class were enjoying working with coordinates in several quadrants and received significant support from the teacher to ensure that despite their rapid progress, they remained sufficiently challenged by the activity.

- Work is prepared diligently in all classes and staff plan effectively together in their phase teams. Middle leaders organise the curriculum so that there are strong links made between different subjects. For example, in a range of Years 5 and 6 lessons during the inspection, pupils used their writing and research skills to find out and record information about sanitation and micro-organisms, William Morris, the formal use of language in letter writing and the rise of the Quaker movement.
- The use of additional adults to support learning has a significant impact on pupils' progress. Teaching assistants and support staff understand the focus of each session clearly and have the appropriate resources and skills needed to work with groups and individuals. As a result of this regular support, pupils who are disabled and those with special educational needs make good progress.
- Pupils' work is marked with advice and guidance on how to correct mistakes and improve their work. This is particularly effective in English and mathematics but is not yet always of the same quality in other subjects. Consequently, pupils are not always as clear about what they need to do to improve their work.
- Evidence in pupils' books shows that most continue to make good progress this year as a result of good and improving teaching, well-focused support and an appropriate level of challenge. Assessment is used well and leads to teachers and support staff providing the most able pupils with additional sessions in English and mathematics, and as a result, these pupils make good progress. However, middle-ability pupils occasionally do not always make rapid progress because at times they are not sufficiently challenged and teachers' expectations of what they can achieve are not consistently high enough.

### **The achievement of pupils is good**

- Pupils make good progress across the school from their individual starting points and the standards achieved by pupils in reading, writing and mathematics at the end of Key Stages 1 and 2 have improved since the last inspection.
- Pupils make good progress in Key Stage 1 and reach standards in reading, writing and mathematics that are now broadly average. Achievement has risen steadily. However, test results in 2014 showed the proportion of pupils attaining standards above those expected for their age was lower than the national average in reading, writing and mathematics. This number is now rising as a result of increased challenge and improvements in the quality of teaching.
- Standards attained by pupils at the end of Key Stage 2 have improved significantly since the last inspection in reading, writing and mathematics and are now broadly average. Almost all pupils make at least expected progress in reading, writing and mathematics. In 2014, results in national tests showed the proportion of pupils attaining the higher levels was lower than the national figure in all subjects. Currently, more pupils are working at above average levels in response to their needs being met more fully.
- Pupils enjoy reading and read a wide range of texts to support their learning. Younger pupils make more use of their skills in phonics to tackle new words. Older pupils who spoke with inspectors demonstrated an exceptionally mature attitude and keen awareness of the impact of frequent reading on the quality of their writing. While there are some historic weaknesses in pupils' spelling in Years 5 and 6, improvements in the quality of teaching have ensured pupils' knowledge of spelling patterns further down the school are much stronger, and as a result, the quality of their writing is improving. Pupils are becoming more confident in mathematics and are more able to apply their mathematics skills in a range of problem-solving activities in different subjects.
- The achievement of disabled pupils and those with special educational needs is good. They make similar progress to their peers, although they occasionally do not achieve the same standard, because their starting point is often lower. The school is quick to assess the needs of these pupils and offers them a range of well-planned support, which ensures the progress they make does not slow; as a result, their needs are fully met.
- Disadvantaged pupils make good progress from their starting points. In 2014, the achievement of these pupils in Year 6 was approximately one year behind other pupils in the school in reading and mathematics, and two terms behind in writing. When compared to other pupils nationally, these pupils were approximately one year behind in reading and mathematics, and two terms behind in writing. Currently, the progress of these pupils is rising and the school is successfully narrowing the gap between them and their peers.
- The most able pupils make good progress and achieve well, especially in mathematics. An increasing proportion of pupils achieve standards that are above those expected for their age as they move through

the school because the quality of teaching has improved and pupils' needs are met well. At times, teachers are less effective in meeting the needs of the middle-ability pupils and tasks are not always hard enough to ensure they always make the best progress.

- School leaders have been effective in raising pupils' achievement and improving the quality of teaching so that any gaps in pupils' performance are narrowing.

### The early years provision

is good

- The majority of children join the Nursery class with skills below those typical for their age. Children make good progress in the Nursery class. At the start of the Reception Year, a significant number of new children enter the school, which affects the overall profile of achievement of the whole class. Children continue to make good progress in the Reception class and in 2014, the majority of children in the Reception class achieved a good level of development. This is a significant improvement on previous years and the majority of children are now well prepared to move into Key Stage 1.
- Leadership of the early years is good. There is a clear and well-informed view of achievement and the quality of teaching. The curriculum offered meets the needs of these young children and is planned to build on their previous experiences and interests. Improvements are planned carefully following a thorough analysis of achievement, provision and the quality of teaching.
- The outdoor area is used successfully and children moving into Year 1, who have not yet achieved a good level of development, have access to an outdoor learning area adjacent to their classroom. The early years leader has recognised that occasionally this is not used as effectively as it could be and it is a focus in the action plan in order to strengthen transition from the early years into Year 1.
- Teaching is good in the early years. Adults organise learning activities with clear consideration of what the children need to do next in order to make good progress. Children's work is displayed with pride and reflects current themes in their learning. Staff monitor children's achievement regularly and additional support is provided for all groups of children, including those who are disabled or who have special educational needs and those who may be at risk of not making good progress. As a result, they make good progress.
- The behaviour of children in the early years is good. They are enthusiastic, motivated and keen to learn. Children work well together and respond appropriately to the skilful questioning and gentle prompting by staff. They are well-mannered and are polite and respectful in their relationships with adults and with each other. They take turns and share well, occasionally with gentle encouragement. Children maintain good safety and hygiene habits and enjoy the healthy snacks and meals on offer during the day. The school's work to keep children safe and secure is good.
- Children's spiritual, moral, social and cultural development is well supported. Children from a growing range of cultural backgrounds work and play together purposefully and without friction.

## 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>	453622

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>	337
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rob Niven
<b>Headteacher</b>	Ruth Janney
<b>Date of previous school inspection</b>	12 March 2013
<b>Telephone number</b>	0113 232 0796
<b>Fax number</b>	0113 287 4853
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