

Calverley Parkside Primary School

Inspection report

Unique Reference Number	107826
Local Authority	Leeds
Inspection number	287922
Inspection dates	22–23 May 2007
Reporting inspector	Ann Sharpe

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 on roll	
School	253
Appropriate authority	The governing body
Chair	Mrs Sally Scott
Headteacher	Mrs Alana Duncalf
Date of previous school inspection	23 September 2002
School address	Victoria Street Calverley Pudsey West Yorkshire LS28 5PQ
Telephone number	0113 2146103
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Most of the pupils attending this average sized school are White British but an increasing number are from a variety of other ethnic backgrounds. An increasing number live outside Calverley village. The proportion of pupils eligible for free school meals is below average, as is the proportion with learning difficulties and/or disabilities. The Nursery provision offers places for more children than the school can accommodate in Reception, and some children start Reception who have not previously attended this Nursery here.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Calverley Parkside is a satisfactory school that is showing good signs of improving. It is a happy, friendly and welcoming place, where pupils enjoy their education. Parents think highly of the school, and appreciate the good standard of care their children receive. The school's overall view of its effectiveness is too generous and reflects the early stage it is at with collecting information about standards and pupils' progress over time, and with using this data to evaluate how well it is doing to raise achievement. Nevertheless, the headteacher has got to grips with the most significant improvements needed. Her positive leadership has ensured that staff fully support her in taking the school forward. Consequently, pupils' progress has started to accelerate, especially in writing.

Achievement is satisfactory overall. Pupils make satisfactory progress from their starting points and standards are above average by the end of Year 6. This is because teaching and learning, although variable, are satisfactory overall. Quality and standards in the Foundation Stage are satisfactory overall, but children in Reception make good progress and reach above average standards by the time they start Year 1. From this point, pupils' progress is irregular because of inconsistencies in the quality of teaching and learning between classes. While some of the teaching is good, there are not yet enough good or better lessons to lift pupils' achievement quickly. Teachers do not always expect enough of their pupils, especially the more capable ones, who could sometimes do even better. All pupils benefit from working with well qualified support staff, and pupils with learning difficulties and/or disabilities make good progress towards their learning targets as a result of the extra help they receive.

The school is correct to say that pupils' personal development and well-being is good. A strong commitment to ensuring that 'every child matters' is evident in pupils' good behaviour and attitudes, and in their good knowledge and understanding of staying healthy and safe. It is also seen in the broadening and enriching of the curriculum as part of efforts to raise pupils' achievement by increasing their enjoyment and interest in learning. The developing school council and links with the community enable pupils to learn about democracy. Good partnerships with others, for example local schools and outside agencies, help the school in its efforts to meet pupils' individual needs well.

The challenges relating to upgrading the school premises make considerable demands on the headteacher's time. Other staff are still in the early stages of developing their leadership and management roles. As a result, the leadership teams that have been set up do not yet ensure a good overview of pupils' achievement and standards in subjects. Plans for improving the school are insufficiently clear to keep everyone on the right course and to enable governors to check that the school is on track. Consequently, improvement since the previous inspection is satisfactory, and the school has satisfactory capacity to improve in the future. The school provides satisfactory value for money.

What the school should do to improve further

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

- Improve the consistency of teaching and learning so that more is of good quality in order that all pupils achieve as well as they should.

- Raise expectations of what the more capable pupils should achieve to help them reach their full potential.
- Ensure that all school leaders gain an accurate picture of how well the school is doing and make clear plans to address its most important priorities.

Achievement and standards

Grade: 3

Pupils make satisfactory progress overall during their time in the school, and standards are above average by the end of Year 6. This represents satisfactory progress from their starting points. In recent years attainment on entry to the school has fallen so that now when children start Nursery, they have average abilities. Although children make satisfactory progress overall in the Foundation Stage, they make good progress in Reception, especially in personal, social and emotional development. Most children reach nearly all the national goals for children by the end of Reception, and standards are above average.

National assessments in Year 2 have been declining since 2002, but there are indications of improvement this year, especially in writing. Year 6 national test results have remained consistently above average overall since 2002 and in 2006 the school exceeded its targets for English and mathematics. Pupils are on track to meet its challenging targets this year, but the school anticipates a dip in standards because the year group being tested includes more pupils with learning difficulties and/or disabilities than is typical for the school. Nevertheless, pupils with learning difficulties and/or disabilities make good progress because of the high quality of support they receive. Pupils from minority ethnic backgrounds achieve as well as other pupils in their classes. However, the more capable pupils of all ages could reach even higher standards, given work matched more tightly to their learning needs.

Personal development and well-being

Grade: 2

Pupils' good attitudes and behaviour, along with good spiritual, moral, social and cultural development, stand them in good stead for the future. Pupils' enjoyment of school is seen in their good attendance and in the purposeful way they get on with whatever they are given to do. Their knowledge of how to stay safe and healthy shows as they move sensibly around the school, and take part in the 'Shake up and dance' sessions. Although the outside play areas provide little for pupils to do, they often make up or organise their own games. The 'buddies' enjoy looking after younger pupils. Members of the school council take their responsibilities seriously and are beginning to influence the running of the school. Above average academic standards and good social skills lay firm foundations for successful adult lives. Pupils' knowledge and understanding of the uses of information and communication technology (ICT) is growing, and their satisfactory progress in literacy and numeracy skills makes a sound contribution to preparing for their future lives as adults.

Quality of provision

Teaching and learning

Grade: 3

Although the quality of teaching and learning varies across the school, it enables pupils to make satisfactory progress overall. Teachers are positive and keen to play their part in improving the quality of education the school provides. Good relationships with pupils ensure that no

time is wasted dealing with behavioural problems. Consequently, pupils are willing learners who enjoy school. The school makes good use of specialist teaching skills, such as in music, and skilled classroom assistants make a strong contribution to pupils' learning, especially for those with learning difficulties and/or disabilities. Good teaching in Reception gives children a head start to their work in Year 1. Pupils' learning is inconsistent, however, because not all teachers have equally high expectations of their pupils. They do not always take full advantage of pupils' good attitudes to promote their independence and their confidence to tackle increasingly challenging tasks. Teachers' understanding of their pupils' rate of learning is improving. There is further work to do, however, to ensure that all pupils, especially the more capable ones, reach their full potential.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. While it is adapted well to the needs of pupils with learning difficulties and/or disabilities, it is not always matched tightly enough to the needs of the more capable pupils. A strong commitment to broadening, enlivening and enriching the curriculum has increased pupils' enjoyment of school. As staff say, 'We want pupils to have a zest for learning.' Consequently, pupils are enthusiastic about learning French, for example, and pupils in Years 3 to 6 attend a growing range of interesting extra-curricular activities, such as dance and animation club. Pupils say how much they enjoy their residential visit and other educational visits. The curriculum for personal, social, health and citizenship education ensures that pupils have a good knowledge of how to stay safe and healthy. Provision for ICT is still improving, and the school is still working on embedding recent changes fully into the curriculum, so that pupils can apply their skills across the subjects.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. The school cares about its pupils and has well thought out procedures for protecting and safeguarding them. It strives to overcome the many challenges the outdated premises present, such as finding a way to have a library and an ICT room. Despite the progress now being made, there is a lot to do in order to bring pupils' surroundings up to the standard that they should be, including the Nursery premises and resources. Well qualified support staff work closely with teachers to ensure that pupils have help when they need it. Pupils with learning difficulties and/or disabilities, and those who need help to catch up with other pupils, do well because of the effectiveness of the different kinds of support they receive. The school has made a good start with improving the provision it makes for pupils who are gifted and talented. Although there is good pastoral guidance for pupils, academic guidance, including marking of their work, is inconsistent. Although most pupils are clear about how to improve their writing, they are less sure about the next steps to take to improve their reading and mathematics.

Leadership and management

Grade: 3

The headteacher's positive leadership has put the school firmly on a pathway towards improvement on several fronts. She has lifted expectations of what can be achieved and has taken everyone on board with making changes. Despite enormous challenges, particularly

upgrading the premises, pupils' progress has started to speed up, notably in writing. The school's evaluation of itself, however, is too generous. This is because staff have not been collecting data, analysing it and using it long enough to get an accurate picture of how the school is performing. Although there is evidence that pupils sometimes make better than satisfactory progress, it is too early to see a wide and sustained pattern. The roles of governors and senior staff other than the headteacher in checking school performance are not yet sufficiently developed. This means that the headteacher has too many responsibilities, and in some areas, for example the Foundation Stage, nobody has a finger fully on the pulse. Although there are checks to find out how well everyone is doing and plans for improving the school, they are insufficiently clear to enable everyone to keep a close eye on progress.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Calverley Parkside Primary School, Pudsey, LS28 5PQ

I am writing on behalf of the inspection team to tell you that we really enjoyed our visit to your school. Thank you for making us feel so welcome and for answering all our questions so thoughtfully. We thought that your behaviour was good all the time, and you were very polite and sensible. Although there are problems with your school buildings and outside play areas, you take a lot of care of yourselves and younger children, so that everyone stays safe and is happy. We were impressed with how much you enjoyed the 'Shake up and dance' session, and how much you know about keeping yourselves healthy.

All the adults in your school care about you, and this is why governors and the headteacher are trying so hard to improve your surroundings. As older pupils will know, there are now more things for you to do and get involved in, both in lessons and in out-of-schooltime activities. You are doing very well with learning to speak French, for example, and the school council is a really good way of helping you to learn about living in a community.

Your writing is improving, and we were pleased to see that your teachers have helped you to know what you have to do to improve it further. You learn more in some lessons than in others, however, and we have asked the school to make sure that you always learn as much as you can and never feel that your work is too easy. Year 6 children do well in national tests, but we think that some children who are quick learners can do even better. Your headteacher has made a really good start with improving a lot of things for you. We have asked everyone involved in managing your school to help in checking how good it is and how much progress you are making, so that they can make good plans to improve things faster.

You can help by telling teachers when your work is too easy, or too hard, and by continuing to behave so well and to attend so regularly.