



Strawberry Fields Primary School

Inspection Report

Unique Reference Number 134405
Local Authority Leeds
Inspection number 294128
Inspection dates 14–15 November 2006
Reporting inspector Joan McKenna

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

Type of school	Primary	School address	Lidgett Lane
School category	Community		Garforth, Leeds
Age range of pupils	3–11		West Yorkshire LS25 1LL
Gender of pupils	Mixed	Telephone number	0113 2146810
Number on roll (school)	318	Fax number	0113 2870355
Appropriate authority	The governing body	Chair	Mr C Horner
		Headteacher	Mrs Ruth Janney
Date of previous school inspection	Not previously inspected		

Age group 3–11	Inspection dates 14–15 November 2006	Inspection number 294128
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school opened in September 2004, following the amalgamation of the infant and junior schools which had existed on adjoining sites. Both schools had periods of unstable leadership prior to the amalgamation. A new headteacher was appointed to Strawberry Fields. During its first year the new building was being constructed on the site, causing considerable disruption with the school operating in four different buildings over two sites. The school moved into its new building in September 2005, but work continued on developing the grounds for the remainder of that term. The school is now well settled in its new building. It is a larger than average school serving a community that, although mixed in socio-economic terms, is more advantaged than the national average overall. Fewer pupils than average are entitled to free school meals. The very large majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Strawberry Fields is a satisfactory and improving school, with a range of good features. The headteacher's good leadership has steered the school well through its establishment and has ensured that it functions efficiently in its new surroundings. The priorities to ensure the good quality of care, support and nurturing necessary for pupils to feel settled and happy in their new school have been well met. Pupils demonstrate immense pride in their building and appreciate the fantastic facilities they have. This contributes to their positive personal development. Their attendance, behaviour, relationships and attitudes to learning are all good. With this accomplished, attention is now focusing more on academic matters, specifically on raising standards and improving achievement.

Pupils' achievement is satisfactory. They enter the Nursery with standards broadly in line with expectations. The good provision in the Foundation Stage results in children getting off to a flying start and making good progress. Most meet the goals expected of them and many exceed them by the time they enter Year 1. Standards at the end of both Key Stages 1 and 2 are broadly average overall, although they are below average in mathematics at the end of Key Stage 2. A recent focus on improving writing has been successful. Although pupils achieve satisfactorily overall, more able pupils do not always reach the standards of which they are capable and achievement in mathematics is weaker. There is evidence that the rate at which pupils progress, particularly older pupils, is increasing.

The quality of teaching and learning is satisfactory. There is much that is good and it is generally strongest for the youngest and oldest pupils. However, the quality of teaching is not consistent across the school. For example, the work teachers set for pupils does not always take enough account of their different needs. This is especially evident in mathematics and for the more able pupils. The information that pupils receive on how to improve their work varies too much in quality. The curriculum is satisfactory, with good attention given to promoting personal development and enjoyment.

Leadership, management and governance are satisfactory overall. The headteacher is very effective and receives good support from the senior team, but the role of middle leaders is only just beginning to be developed. The school is well aware of its strengths and of the areas requiring development. For example, action already taken to improve writing has had a positive impact. Other developments, such as the introduction of a comprehensive system to track pupils' progress, indicate that there are appropriate priorities for improving pupils' achievement. There is a clear, shared vision about how good this school could be, a commitment to ensuring this and good capacity for working towards it.

What the school should do to improve further

- Raise standards and improve achievement across the school, especially in mathematics and for more able pupils.

- Improve the quality of teaching to make it more consistently good across the school.
- Ensure that teachers better use the information they have about individual pupils' progress when setting work for them and when advising them on how to improve.
- Ensure that subject leaders play a full part in checking the effectiveness of their subjects and in taking action to improve achievement.

Achievement and standards

Grade: 3

The knowledge and skills of individual children when they enter the Foundation Stage vary considerably but, overall, are in line with expectations. The standards reached by the end of the Foundation Stage reflect the different starting points, but most children meet the goals expected of them and many exceed them. The stimulating curriculum and high quality teaching in the Foundation Stage result in children making good progress. Standards at the end of both Key Stages 1 and 2 are broadly average overall. However, standards in mathematics are below average at the end of Key Stage 2. The school has had a focus on improving standards in writing and mathematics over the past year. This has been successful in writing; the emphasis on making writing fun has motivated pupils and resulted in better work. However, it has not been as successful in mathematics because tasks set for pupils do not sufficiently take into account pupils' different starting points. Overall, pupils' achievement is satisfactory but is not as strong in mathematics as in English. More able pupils do not always achieve as well as they should because the work set for them is sometimes too easy. However, there is evidence that the rate at which pupils are progressing is increasing with the best progress amongst Foundation Stage children and pupils in Years 5 and 6.

Personal development and well-being

Grade: 2

Pupils enjoy school and are totally settled in the new building of which they are very appreciative. 'Our school is great', said one child and this sentiment was echoed by many others. Pupils feel safe and secure. They know the staff care about them and most are confident in talking with them. Relationships are very positive overall. Pupils are keen to learn and to do what teachers ask of them. Attendance is above the national average and punctuality is good. Pupils' spiritual, moral, social and cultural development is good. Pupils quickly come to know right from wrong, understand the need for school rules and help to draft their own class rules. They behave well. Pupils are sensitive towards each other and through, for example, the 'Playtime Buddies' they play a part in caring for others. They understand about healthy life choices, helped, for instance, by the popular healthy tuck shop, which is run by older pupils. They make positive contributions to the school and wider community, through recycling and local sports and cultural activities.

Quality of provision

Teaching and learning

Grade: 3

Teaching in the Foundation Stage ensures that children develop independence and confidence while at the same time acquiring the ability to work well in groups and on specific activities with adults. Careful consideration of individuals' needs helps children learn well in all areas. Although there is much good teaching elsewhere in the school, it is satisfactory overall. It is better for the oldest pupils because there is a particular focus in planning what pupils need to know and understand, and a precision in the way that they are helped to achieve this. However, not all lesson plans take full account of the children's different abilities. This means that work is not always pitched at the right level for them, especially in mathematics and for more able pupils. As a result, progress in mathematics is weaker than in other subjects and more able pupils do not always achieve as well as they should. Teachers build good relationships with their pupils and support them well. Accordingly, pupils enjoy their learning and are keen to do well. Pupils say that 'If we are stuck teachers help us understand what to do'. The quality of teachers' marking is too variable. Not all teachers give pupils enough information on how to improve.

Curriculum and other activities

Grade: 3

The school has begun to seek ways to make the curriculum more effective. There has been some success in writing where there has been an emphasis on increasing enjoyment and relevance. However, in mathematics the curriculum does not meet the needs of different groups of pupils effectively enough. The needs of pupils with identified learning difficulties are met satisfactorily, but there is not yet appropriate provision to stretch the more able pupils. Provision to promote pupils' personal development is a strong feature of the school. In the Foundation Stage, for example, it underpins much of the high quality provision. A good range of enrichment activities and educational visits are provided. Both boys and girls thoroughly enjoy dance, drama and art clubs.

Care, guidance and support

Grade: 2

A successful emphasis has been placed on ensuring that pupils are well cared for and supported. Pupils' pastoral care is strong. The learning mentor plays a pivotal role, liaising closely with pupils, parents and teachers, and this has had a positive impact on attendance, behaviour and relationships. Good attention is given to meeting the specific needs of pupils who are vulnerable in any way. The school has appropriate procedures to ensure pupils' health and safety, although one matter relating to this was drawn to the governors' attention. There are appropriate arrangements for child protection. The school has recently developed comprehensive systems for monitoring

pupils' progress and setting them challenging targets to help them improve. However, these are at an early stage of implementation and have had insufficient time to promote improvements in all the areas where it is needed.

Leadership and management

Grade: 3

The headteacher has a very clear and realistic vision of how good this school is, and what needs to happen to make it better. Her calm and determined leadership has successfully steered the school through its recent challenges and is ensuring that it functions efficiently. There is now a clear focus on extending the actions required to improve pupils' achievement, such as improving standards in mathematics and using assessment information more thoroughly. While there has been good support from the senior team, the effectiveness of middle managers is more limited. Attention is only just beginning to be paid to developing their role in monitoring their areas of responsibility, improving provision and being accountable for outcomes. Governance is satisfactory. Key governors have overseen the amalgamation well, and have ensured satisfactory value for money. They are now beginning to focus on their responsibility to hold the school to account for its effectiveness, but they recognise that not all are well enough informed to do this. There is a commitment to promoting the professional development of both staff and governors and a strong team spirit is emerging. Parents are very positive about the school and are justified in their confidence in it.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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	3

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?	2

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.

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

Thank you for being so friendly and making us feel welcome when we visited your school recently. We enjoyed talking to you and watching you learn very much.

What we liked most about your school.

- You like school and enjoy your lessons.
- You get on well together, are kind to each other and you behave well.
- Your teachers and other adults in your school look after you well. They make sure that you feel safe and well cared for.
- Your new school building is excellent. You appreciate having such a nice place in which to learn.
- Your headteacher has done a good job in making sure you have settled into your new school and she is now working hard, with other staff, to make the school even better for you.

What we have asked the school to do now.

- Help you to learn even better, especially in mathematics and for those of you who can do harder work.
- Try to make all lessons as good as the best. We would like teachers to give you work that suits your different needs better and to give you more information on how you can improve your work.
- Make sure that teachers responsible for different subjects check how well you are learning in those subjects and help you improve further in them.

You can help your teachers by working hard in the future like you do now. I hope that you continue to be happy at school.