

# St Chad's Church of England Primary School

Northolme Avenue, Leeds, West Yorkshire, LS16 5QR

**Inspection dates** 19–20 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their starting points in Nursery and leave Year 6 with broadly average and rising attainment in English and mathematics.
- Children get off to a good start, particularly in Reception where outstanding provision, led skilfully by the Early Years Foundation Stage leader, gives them exciting opportunities to learn outside the classroom.
- Teaching is good or better overall throughout the school because staff know pupils' needs well and have high expectations of them. Pupils respond well and say that lessons are fun.
- Pupils' behaviour and their ability to stay safe are outstanding in lessons, in the playground and around school, where they show respect and are courteous.
- Pupils of all ages and backgrounds mix well with each other, are attentive in lessons and are keen to work hard.
- The new senior leadership team, led successfully by the headteacher, is having a strong impact on improving the quality of teaching and learning and raising pupils' achievement. As a result, the school is improving.
- The school's governors are skilled and very perceptive in their analysis of the school's performance, holding senior leaders to account based on their detailed knowledge of the school.

### It is not yet an outstanding school because

- Overall, the rate of progress made by pupils is not yet outstanding, especially in reading and writing, and particularly for boys in these subjects.
- A small amount of teaching does not provide enough information to pupils on how to improve their work or does not provide sufficient challenge to help them make fast enough progress.

## Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, two of which were shared observations with the headteacher and deputy headteacher. Inspectors also listened to children read and observed teaching assistants working with pupils.
- Discussions were held with senior leaders, staff, governors, pupils, parents and a representative of the local authority.
- Inspectors looked at a range of evidence, including the school's self-evaluation of its own work, the school's information about pupils' progress, and documentation relating to teachers' performance, pupils' behaviour, attendance and the school's safeguarding procedures.
- Inspectors took account of 58 responses from parents to the online questionnaire (Parent View), two letters from parents and 21 responses from staff.

## Inspection team

Philip Scott, Lead inspector

Additional Inspector

David Halford

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces, is average.
- The majority of pupils are of White British heritage but the proportion that is from minority ethnic groups is increasing. A smaller-than-average proportion of pupils speak English as an additional language.
- The proportion of pupils supported at school action is below average but the proportion supported at school action plus or with a statement of special educational needs is above average.
- A new senior leadership team has been appointed within the last 18 months.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Maximise the rates of progress, especially for boys in reading and writing, by:
  - planning more opportunities for pupils to write to the best of their ability in all subjects
  - improving the formation of pupils' handwriting and the speed at which they write
  - ensuring a range of reading material is available that encourages pupils to read more.
- Further improve the quality of teaching so that more is outstanding by:
  - ensuring that work is always sufficiently challenging for all pupils
  - always giving feedback to pupils on their work in English and mathematics that enables them to know how to improve and provides them with further challenge
  - allowing pupils time to respond to this feedback
  - regularly checking pupils' understanding so that planned activities and teachers' questions help them learn at a faster rate.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well from their starting points on entry to the school, which are generally below that which is typical for their age, although there is a wide variation across each year group. Pupils' work in books, work seen in lessons and the school's own detailed assessment information all confirm that they make good progress across the school. Pupils' attainment in English and mathematics is broadly average at the end of Year 6 but is rising.
- In the Early Years Foundation Stage children work independently and cooperatively in a range of exciting and challenging activities, such as in the woodland 'Mud Kitchen', and, as a result, make good progress. Their reading and writing skills develop rapidly in the Reception class as the teacher takes every opportunity to link writing activities to practical tasks, such as when children designed and made a comfy chair for Baby Bear, writing a postcard about it.
- Pupils make good progress overall in developing reading skills. Most pupils are starting to read widely at home and in school. Younger pupils in Key Stage 1 are eager to read and use their knowledge of letters and sounds to help them read unfamiliar words, whilst older pupils in Key Stage 2 are developing in their fluency and in their understanding of what they are reading. However, a group of pupils, mainly boys, are not reading as often as they should, which slows their progress in both reading and writing.
- Work in books shows a range of writing, most pupils having made good progress since the beginning of the year. However, the quantity of writing across other subjects is limited and is often not of the same standard as in English books. There is also a wide variation in the quality of handwriting within each year group and the speed at which some pupils write. This slows their progress.
- In mathematics most pupils demonstrate good problem-solving skills, such as in a Year 6 lesson where pupils had to identify genuine relatives of a deceased wealthy man, based on information given about dates and ages involving calculations and logic.
- There is no gap in the performance of pupils known to be eligible for free school meals compared to their classmates. This is because the extra money (the pupil premium) is spent wisely on providing a range of additional support for pupils, such as extra support and small-group teaching, and to give access to extra-curricular activities. This shows the school's determination to give equal opportunities for all pupils to access all it has to offer, as does the good progress made by pupils from minority ethnic groups.
- Early identification of pupils who are at risk of falling behind enables the school to make effective provision for pupils who find learning difficult. Well-planned activities, many of which are skilfully delivered by support staff, enable pupils who are disabled and those with special educational needs to make good progress.

### The quality of teaching is good

- Good, and some outstanding, teaching secures good progress overall for pupils, helping them to learn effectively. The majority of teaching meets the learning needs of all pupils well, with teachers having a clear understanding of individual pupils' prior attainment and progress as a result of accurate assessment information.
- Teachers have high expectations of what pupils can achieve, insist on high standards of behaviour and use a wide range of interesting and exciting resources that promote pupils' interest and engagement in lessons. Pupils obviously enjoy their learning, saying that lessons are usually great fun.
- Teachers are knowledgeable and skilled, and use a wide variety of resources when teaching basic skills. Lessons often link to other topic work in the class. For example, in a lesson on play scripts Year 4 children enthusiastically acted out a scene as Mr and Mrs Twit by Roald Dahl, using both headdresses and small puppets, before writing their own imaginary scenes with the

characters.

- Teaching regularly challenges pupils to think for themselves, to keep trying when they don't immediately succeed and to work together to solve problems. For example, this was seen in a Year 2 mathematics challenge where pairs of children did not give up in their attempts to place the numbers 1 to 6 in a pyramid so that the difference between pairs of numbers equalled the number above.
- Marking of pupils' work in books allows them to know how well they have done but is generally of a higher standard in English than in mathematics. Too often, the steps pupils need to take in order to improve are not clear enough and pupils rarely respond to any feedback that is given.
- Teachers' planning and observations of lessons show that most of the work undertaken by pupils successfully matches their abilities and moves their learning forward, but on occasions it is not challenging enough for some. In the few less successful lessons observed, teachers missed opportunities to change or adapt activities or ask searching questions to make pupils think more and develop their understanding.

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

- Pupils mirror the school's mission statement, 'In the light of God we care, we share, we laugh, we learn'. They show extremely high levels of respect for each other both in lessons and in the playground where, despite their obvious excitement and enthusiasm, pupils carefully take turns on the newly installed climbing apparatus and share a wide range of equipment that is available to them. There is a sense of fun in school that all pupils appreciate and value, one pupil stating that 'in our school we work together like a big family'.
- Pupils are courteous and kind, taking time to listen to each other and to adults. Their attitudes to learning are exemplary and this helps them to learn effectively in lessons, where they work hard and are keen to answer questions.
- Pupils are fully aware of different kinds of bullying, including cyber-bullying, and report that 'this kind of behaviour' does not happen in St Chad's. They have full confidence in all adults in school to deal with any instances of rare misbehaviour. Pupils value the 'Peer Mediator' system, a position for which they have to apply and receive good training, and 'Teddy's Listening Ear' to report any worries or concerns.
- All parents and staff are overwhelmingly positive about behaviour and safety, one parent stating that her son 'constantly bemoans not being able to attend every day'.
- Pupils enjoy and value taking responsibility and playing a role in the life of the school, from day-to-day jobs, such as operating equipment during worship and collecting registers, to being a member of the School Council, the Fairtrade Council or the Eco Council.

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

- The new senior leadership team, led by the talented and astute headteacher, have a clear and ambitious vision to drive improvement. This is based upon an accurate and realistic evaluation of what the school already does well and areas in which it needs to improve.
- Leadership at all levels, including the governing body, has shown an outstanding and uncompromising drive to bring about improvements in teaching and to pupils' achievement. This determination is leading to pupils making faster progress and achieving well.
- Highly effective tracking systems keep a close check on pupils' progress and, as a result, teachers set realistic targets to meet pupils' academic needs and address their personal development. Pupils are supported to ensure that they all have equal opportunity to succeed.
- Systems for both evaluating the performance of teachers and support staff and providing appropriate professional development have recently been revised to become more rigorous. They are now effectively matched to the needs of the school and the progress that pupils make. Staff morale is high.

- The school's curriculum is well organised and provides a broad range of experiences that contributes well to pupils' progress in basic skills of English and mathematics as well as empowering them to become resourceful and independent, and promoting positive behaviour.
- The spiritual, moral, social and cultural development of pupils is a strength of the school. Based upon its Christian ethos the school provides a range of opportunities that develop pupils' curiosity in learning, an awareness of their own and others' beliefs and values, and a respect for the interests and needs of others as well as their own. For example, pupils were able to reflect in a school assembly upon the importance of doing something small to make a big difference.
- Parents are overwhelmingly positive about how well their children are looked after by the school, how well they are taught and how the school makes sure the children are well-behaved. Virtually all the parents who responded to the online survey, Parent View, reported that they would recommend the school to another parent.
- Safeguarding meets requirements and record keeping is thorough and up to date.
- **The governance of the school:**
  - The governors are extremely well informed about the school's performance and know its strengths and areas for development inside out. They are adept at providing challenge, ask searching questions about the progress pupils make and are fully involved in the life of the school. Each governor is linked to both a subject in school and a year group.
  - Governors have an accurate view of teaching across the school, the performance of different groups of pupils and how effectively pupil premium funding is used by the school. They speak highly and in great detail of the school's immediate priorities and the innovations recently introduced by the headteacher, such as the school's increased role in its local cluster of Leeds schools.

## 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>	108006
<b>Local authority</b>	Leeds
<b>Inspection number</b>	412025

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tessa Mason
<b>Headteacher</b>	Helen Pratten
<b>Date of previous school inspection</b>	12 June 2008
<b>Telephone number</b>	0113 214 4519
<b>Fax number</b>	0113 214 4629
<b>Email address</b>	Pratteh01@leedslearning.net

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 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 2013

