

Lees Primary School

Inspection report

Unique Reference Number	107264
Local authority	Bradford
Inspection number	377560
Inspection dates	14–15 December 2011
Reporting inspector	Sharona Semlali

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Sarah Cotton
Headteacher	Gill Holland
Date of previous school inspection	26 February 2007
School address	Haworth Road Cross Roads Keighley BD22 9DL
Telephone number	01535 643320
Fax number	01535 648628
Email address	office@lees.bradford.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed eight parts of lessons taught by seven teachers. Meetings were held with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at a range of documentation including the school's tracking data, policies, safeguarding documentation, minutes of meetings and samples of pupils' work. In addition 57 questionnaires from parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the new curriculum in reading in the Early Years Foundation Stage, Years 1 and 2.
- The effectiveness of the curriculum in meeting the needs of pupils who are identified as having special educational needs and/or disabilities.
- The quality of opportunities provided to develop pupils' knowledge and understanding of faiths and cultures that are different to their own.
- The improvements the leadership team has made since the last inspection, particularly in relation to assessment procedures and in their capacity to sustain further improvements.

Information about the school

Lees is an average-sized primary school. A new senior leadership team has been in place since the last inspection and half of the teaching staff are new. The proportion of pupils known to be eligible for free school meals is slightly below average. The percentage of pupils with special educational needs and/or disabilities or with a statement of special educational needs is also slightly below the national average. The school provides a breakfast club.

The school has the 'Silver Eco' award, Drugs Charter Mark, Silver Arts Mark and the Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Lees Primary is an outstanding, successful and inclusive school. Pupils thoroughly enjoy coming to school as is demonstrated by their high attendance. Pupils say, 'I love coming to school because it's so homely and learning is fun.' Pupils' achievement is outstanding. This underlying success is due to the dynamic drive, determination and innovative leadership of the headteacher and her senior team. Since her appointment she has been instrumental in making a number of changes that have resulted in exceptional improvement since the last inspection. Progress has accelerated, attainment is high and teaching and learning have improved. The monitoring and evaluation of the school's performance is excellent, giving senior leaders a clear picture of the strengths and weaknesses of the school. The governing body is fully and systematically involved in shaping the direction of the school. The track record of improvements made since the last inspection shows that there is an excellent capacity to sustain further improvements.

Children enter the school with a level of skills broadly as expected for their age and make good progress in the Early Years Foundation Stage. Pupils' attainment by the end of Year 6 is high in mathematics and English. The proportion of pupils gaining the higher levels in national tests is well above the national picture in both subjects. This is because of improvements made in the provision. Pupils clearly know their targets and are given good guidance on how to achieve them. The school's sophisticated tracking data enables leaders to quickly identify any pupil who is in danger of not making at least the expected progress.

Pupils' highly positive attitudes towards learning, high levels of motivation and enthusiasm are also contributory factors as to why pupils make outstanding progress. They feel extremely safe and secure because of the excellent care, guidance and support provided by the school. One of the parents/carers stated, 'Lees Primary creates a friendly, positive environment where my child feels extremely happy and safe.' It provides outstanding support for those pupils whose circumstances make them most vulnerable as it has established excellent partnerships with a range of external agencies and other local schools.

Good cross-curricular links have helped to develop pupils' excellent understanding of how they can adopt a healthy lifestyle. The newly-designed curriculum which links the learning in different subjects contributes well in helping to accelerate progress in reading for pupils in Years 1 and 2 and for the children in the Early Years Foundation

Stage. Pupils' spiritual, moral, social and cultural development is good but pupils lack sufficient opportunities to celebrate the diversity of faiths and cultures that are different to theirs that are represented in the United Kingdom.

What does the school need to do to improve further?

- Provide opportunities for pupils to celebrate the diversity of faiths and cultures represented in the United Kingdom by:
 - linking with other schools and communities that have contrasting cultures and faiths to their own.

Outcomes for individuals and groups of pupils

1

In lessons, pupils demonstrate excellent powers of concentration and rarely drift off task. This was demonstrated in a lesson where pupils had to roll a dice creating a number with at least five digits. From this they had to create the largest and smallest numbers by multiplying them by one of these digits. Pupils relished the challenge and persevered until they accomplished the task. Pupils' productivity and presentation are good. This was a notable feature apparent in the work seen, particularly in the older pupils' project work, where they paid particular attention to their grammatical structures and punctuation with most pupils using a cursive script.

Pupils are proud of their school and have a range of opportunities to take on responsible jobs such as assisting with clearing away at lunchtimes. Older pupils help the younger ones to become independent by teaching them how to scrape off the last bits of food from their plates and by helping them to put their used cutlery into the right containers. The school council provides pupils with a strong voice and has been instrumental in making decisions about the development of the new library and toilets. Pupils continuously act as health ambassadors for promoting healthy eating. This was noticed when younger pupils put their hands up asking the older ones whether they could eat their desserts. The older pupils encouraged them to eat more of their dinner and advised them of the implications of not eating a balanced meal. The school's own data show that the achievement gap between boys and girls is narrowing quickly because teachers closely plan and tailor work to meet to their interests and needs. Both boys and girls are highly motivated about their learning. During the inspection pupils said that learning is made fun as they enjoy doing activities such as number crosswords and reading about how they can look after their African snail. Pupils identified as having special educational needs and/or disabilities make outstanding progress and often exceed that of their peers. This is due to good interventions to support them and focused teaching. They are actively involved in creating their own targets, regularly referring to them while doing their work and assessing their progress towards meeting them.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	1
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	1
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All teaching observed was either good or outstanding. In the best lessons staff use a range of information and communication technology to support learning, for example, when younger pupils used computers during free-flow activities and when older pupils used laptops for research and to create information booklets about the Romans. Plenaries, summarising work in lessons, are of a high quality. Adults use excellent questioning skills that challenge the pupils' thinking and develop their knowledge and understanding. Significant improvements have been made in the use of assessment information in planning work to meet different needs and pupils are provided with good guidance as to their next step in learning. Planning is of high quality and is rigorously monitored by leaders and managers. Pupils know their targets and can speak confidently about what they need to learn in order to achieve them. Teaching assistants are well trained and well deployed in enabling the pupils to become independent learners.

The curriculum is broad and balanced and is thoroughly enjoyed by pupils. The provision for the core subjects, particularly mathematics and English, is outstanding in being modified to meet individual needs, including those with special educational needs and/or disabilities. The school is developing successfully a more integrated approach to pupils' learning and constantly seeks opportunities to provide cross-curricular links when planning pupils' work. The information and communication technology provision across subjects is good and still developing. There is a good take up of enrichment activities by the pupils. Clubs, such as 'The Booketeers Club', are particularly enjoyed by the more-able readers, especially boys, and help to facilitate their love of books and reading. There is a high take up of other activities which include knitting, gardening and computer clubs. An effective breakfast club is provided which gives those who attend a good start to the day.

Excellent transition arrangements are in place at key points, for example, links with the local secondary school for pupils who are potentially vulnerable because of their circumstances are very effective. Home visits and visits to the pre-school setting are

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

effectively undertaken so that staff have a good understanding of the children's levels of development before they enter into the Early Years Foundation Stage. There is a smooth transition into Year 1 because the gradual changes help pupils to adjust, settle quickly and make good progress in a new environment. The school's efforts to encourage high attendance are extremely effective. For example, staff will go and collect pupils from home and bring them to school should the need arise.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Excellent and inspirational leadership and commitment by the headteacher and the senior team have been key reasons for the school's improvements. Innovative changes in the learning environment, staffing structure, the curriculum and the relationship with the governing body have been very successful. The governing body is fully and systematically involved in the self-evaluation process and in forming the school's development plans. It fully utilises the strengths of their members when allocating responsibilities. Governors regularly undertake health and safety checks within the school. Safeguarding procedures are good and risk assessments are rigorous and up to date. Child protection training is up to date and of high quality for all staff. Safety concerns are integrated into the curriculum, which is why pupils have an excellent understanding of how to keep themselves safe.

The school shows an excellent commitment to equal opportunities and ensures no groups of pupils are underachieving or disadvantaged. Highly concerted and successful efforts have been made to close the gaps in the achievement of boys and the girls with adjustments to the topics in the curriculum and the use of a variety of teaching styles. The school makes a good contribution to community cohesion within the school and local community, but less so globally. There are missed opportunities to develop pupils' understanding of faiths and cultures that are different to their own. Pupils play a big part, for example, in the village gala which is held at the school to bring local residents together. Pupils have worked with the local gardening company to improve the village by helping to put up bird boxes and planting tubs around trees. Pupils grow their own vegetables and food and have received the 'Eco Silver Award' for doing well in their work on sustainability. There is now a school blog to extend further the links with parents and carers and other schools.

The school is highly committed to working in partnerships and takes a leading role in the 'Worth Valley Learning Network'. It takes a leading role for the local authority for teaching and learning and is helping to establish a resource bank of leading teachers for local schools to enable them to become a self-sustainable cluster of schools without the need for any external support. Middle leaders have benefited from leadership training from this cluster in enabling them to fully contribute in the

rigorous monitoring of the pupils' learning so that they make outstanding progress. It has highly positive relationships with most parents and carers.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children in the Early Years Foundation Stage enjoy their learning. They participate confidently in class discussions with staff and with each other. Children make good progress from their starting points and staff carefully track and monitor their progress. Healthy and safe lifestyles are promoted well and tangerines and milk are offered as snacks. Children work independently in a well-organised classroom moving around safely, being aware of others around them. Children work well together sharing and taking turns. Children are confident at interpreting and explaining the world around them due to careful questioning by adults who work alongside them.

Although the outdoor and indoor spaces are limited in size staff and children make the maximum use of them and enjoy their learning, which is based on careful planning, in both environments. Staff also make good use of the school field, the forest school curriculum and use the areas for growing vegetables to good effect. Overall resources are managed well and are of a good quality, and ongoing observations inform future planning.

The overall effectiveness of leadership and management of the setting is good. The quality of record keeping and the assessment procedures are good. Rigorous risk assessments are in place to ensure children's safety and well-being. Good transition procedures are in place as good links have been established with the local children's centre, which helps to prepare the children for school. Other good links are made with the local pre-schools and nurseries where home visits are made to seek to gain an early assessment of the children's abilities and to form good relationships with the families. Highly positive relationships are formed with parents and carers. Links with parents and carers have improved and they value the newly developed learning journeys.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Most of the responses from the questionnaires were positive. Parents and carers particularly like the fact that: their children enjoy school; the school keeps their children safe; the quality of teaching; the school informs them about their child’s progress; and that their child is making progress at this school. However, a few parents and carers made comments about the way the school deals with unacceptable behaviour, but when inspectors discussed this with pupils they strongly felt that the adults dealt with it effectively and appropriately. A few made comments about there being a lack of opportunities for children to celebrate diversity. The inspection team endorse these comments and the school has already recognised this as an issue to be addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lees Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	70	17	30	0	0	0	0
The school keeps my child safe	39	68	16	28	0	0	0	0
The school informs me about my child's progress	15	26	41	72	1	2	0	0
My child is making enough progress at this school	21	37	35	61	0	0	0	0
The teaching is good at this school	34	60	21	37	0	0	0	0
The school helps me to support my child's learning	20	35	34	60	1	2	0	0
The school helps my child to have a healthy lifestyle	24	42	31	54	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	40	29	51	0	0	1	2
The school meets my child's particular needs	27	47	28	49	0	0	0	0
The school deals effectively with unacceptable behaviour	19	33	30	53	5	9	1	2
The school takes account of my suggestions and concerns	16	28	35	61	4	7	0	0
The school is led and managed effectively	31	54	23	40	1	2	0	0
Overall, I am happy with my child's experience at this school	36	63	20	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 December 2011

Dear Pupils

Inspection of Lees Primary School, Keighley BD22 9DL

Thank you for the friendly welcome you gave to us when we visited your school. We enjoyed meeting you and talking to you at lunchtime. You shared many interesting things with us and we could see how proud you are of your school.

Inspectors judge that your school is outstanding and that:

- you make outstanding progress and by the end of Year 6 attain highly in English and mathematics
- you feel extremely safe in school
- you have an excellent understanding of how to adopt a healthy lifestyle and the older pupils clearly enjoy encouraging the younger children to eat a balanced meal
- your behaviour is exemplary
- you thoroughly enjoy coming to school and your attendance is high because you find that learning is fun
- your headteacher, staff and the governing body are working hard so that you achieve your best.

We have asked your school to provide more chances for you to meet and to learn about other people who live in this country that have a different culture and religion to yours.

All of you are a credit to your school and can help by continuing to work extremely hard and enjoy learning about other cultures and religions.

Yours sincerely

Sharona Semlali
Lead inspector

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