

Ashfield Primary School

Weston Lane, Otley, West Yorkshire, LS21 2DF

Inspection dates

7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led and managed. The headteacher has made many significant improvements over the last two years in leadership, teaching, pupils' learning and their attainment.
- Teaching is good in the Early Years Foundation Stage and children make good progress.
- Teaching in Key Stage 2 is also good. The proportion of pupils making good progress, and achieving the expected level in English and mathematics, has increased significantly. Standards by the end of Year 6 are broadly in line with the national average.
- Pupils thoroughly enjoy coming to school and this is shown in their good behaviour and attitudes. Pupils are adamant that they feel safe. Attendance has improved and is above average.
- Pupils have a good all-round education with a balance of academic, personal and creative work. An interesting programme of out-of-school clubs includes good opportunities for physical exercise and for pupils to compete in sport. The exciting range of visits and events help to extend pupils' experiences and horizons further.
- Pupils who have behavioural or emotional difficulties receive expert support through the resource base and outside provision. As a result, they cope well in the classroom and lessons run smoothly.
- Parents have very positive views of the school. They especially praise the caring ethos, welcoming atmosphere and good relationships.
- Senior leaders check teaching and pupils' progress regularly so they know how well the school is doing and what needs to be done next.

It is not yet an outstanding school because

- In Key Stage 1 teaching and learning are not consistently good and teaching assistants are not always deployed to best advantage.
- Learning slows for some pupils at the start of Year 1 because they move too quickly into the National Curriculum programmes of study before completing their Early Years Foundation Stage work.
- Some more-able pupils do not always have difficult enough work to stretch them.
- The work of the middle managers is not developed fully in checking teaching and pupils' progress, and in helping to share good practice and in supporting colleagues.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons, two of which were observed jointly with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body, a representative from the local authority, managers and staff.
- Inspectors observed the school's work and looked at a range of evidence, including the school's documents for gaining an accurate view of its performance, safeguarding and improvement planning. They also studied standards in reading, pupils' workbooks and systems used to monitor pupils' progress.
- The 21 responses to the online questionnaire (Parent View) were considered, along with the school's own analysis of a recent survey sent to parents. The inspectors spoke informally to parents at the start of the school day. Staff questionnaires were also checked.

Inspection team

Lynne Read, Lead inspector	Additional Inspector
Jonathan Woodyatt	Additional Inspector
Kath Halifax	Additional Inspector

Full report

Information about this school

- This is slightly smaller than the average-sized primary school. It includes a designated resource base for Key Stage 2 pupils from Ashfield and other schools who have behavioural or emotional difficulties. This is not managed by the governing body. An outside resource base caters for Key Stage 1 pupils who have similar needs. The benefits of these two resource units for the pupils of Ashfield are reported on within the text.
- The proportion of pupils supported at school action plus or through a statement of special educational needs is above average. The proportion of pupils supported through school action is below average.
- The proportion of pupils that are known to be eligible for the pupil premium is almost double the national average.
- The very large majority of pupils are from White British backgrounds.
- As the school has become more popular recently, a growing and significant number of pupils join the school at other than the normal times.
- The school meets the current government floor standards which set the minimum standards expected by the government for attainment and progress.
- The governing body provides a daily breakfast club.
- A private provider offers childcare, in a separate setting, after the school day. This provision has a separate inspection and report.

What does the school need to do to improve further?

- Improve teaching and learning in Key Stage 1 so that it matches the good teaching in the rest of the school by making sure that:
 - all Year 1 pupils are competent in their Early Years Foundation Stage work before moving on to the National Curriculum programmes of study
 - pupils know what they are aiming for in the next steps of learning through clearly worded targets that build carefully on their previous work
 - marking gives clear advice to help pupils improve their work
 - teaching assistants consistently work to a clear teaching and learning plan for a specified group or individual.
- Ensure that the more able pupils always have harder work and challenges so they achieve as well as they possibly can.
- Develop the work of middle managers so that:
 - they are regularly involved in checking teaching and learning and in identifying areas for improvement
 - they have opportunities to coach and support colleagues, and share their expertise.

Inspection judgements

The achievement of pupils is good

- As children start school their development varies considerably between individuals; generally, they have a range of skills that are below those typical for their age. A significant proportion of children have difficulty with speech and language or personal development. They make good progress through the Nursery and Reception classes because they benefit from good teaching and have plenty of opportunities to practise their new skills and become independent learners.
- As children move into Year 1 their learning sometimes slows, especially in writing and number work. This is because some have gaps in their Foundation Stage learning and find the National Curriculum work too difficult.
- Reading is stronger. The proportion of pupils achieving the expected skills in learning to read by linking letters and their sounds by the end of Year 1 matches the national average. Progress in reading accelerates in Year 2. Pupils read a good range of books by the end of that year.
- By the end of Year 2 standards are just below average for those pupils who have received all of their education at the school. However, few pupils are working at the higher level.
- Progress in Key Stage 2 is consistently good, leading to standards that are broadly average by Year 6. Occasionally, some more-able pupils do not do as well as they could because tasks do not stretch them fully. Too few pupils are working at the higher levels in writing and mathematics.
- By Year 6, pupils are confident readers and enjoy a wide range of fiction books. They use non-fiction texts very effectively for study and reference purposes.
- Disabled pupils and those who have special educational needs have individual programmes of work and good support, both in the classroom and the resource units. They make equally as good progress as the majority of other pupils and many achieve the expected level by Year 6.
- Those who are supported by the pupil premium are successfully, and swiftly, closing the gap between their achievement and that of pupils who do not receive the additional funding.
- Pupils who enter part-way through a key stage settle quickly and make good progress from their starting points.

The quality of teaching is good

- Most teaching is good. Teachers make the purpose of lessons clear so that pupils know what is expected. Tasks are usually well planned at different levels of difficulty but, on occasions, some more-able pupils are not stretched enough.
- Opportunities for practical and collaborative working motivate pupils well and provide equal interest for boys and girls. For example, Year 4 and 5 pupils enjoyed sharpening their reaction time as they played a collaborative game in class. All pupils enjoy their music lessons provided by a specialist teacher. Interesting class discussions and a good amount of praise encourage pupils to work hard and successfully underpin pupils' good attitudes to learning.
- In the Nursery and Reception classes teaching is good. Planning takes account of children's interests and tasks include varied opportunities for children to choose activities, explore their world and develop independence. For example, children enjoyed sharing the book 'The Three Billy Goats Gruff', acting out the story, balancing across 'the bridge' and making labels for the characters.
- In Year 1 there is insufficient independent and active learning for those pupils who have not completed their Early Years Foundation Stage work. This is especially evident in writing, where some pupils have difficulty with pencil control and are not yet ready to work in books.
- In Key Stage 2 marking is good and provides helpful pointers for improvement. In addition, pupils are encouraged to check and evaluate their own work, which is helping them to be independent learners.
- There are detailed comments in marking at Key Stage 1, but some are of little use in helping

pupils to improve their work because they are not written in child-friendly language.

- Targets for learning provide useful, long-term goals for Key Stage 2 pupils. In Key Stage 1 targets are not always based accurately on assessments of pupils' progress and do not highlight the most important 'next steps'. For example, many Year 1 pupils have targets to help them improve their handwriting, when assessments show that the most important improvements needed are in their spelling or to develop the writing of sentences.
- Teaching assistants are deployed effectively across Key Stage 2. In Key Stage 1 they successfully lead group work and support individuals towards clear learning targets and expected outcomes. Their input is less effective when they have a general support role, for example during whole-class introductions.

The behaviour and safety of pupils are good

- Pupils come to school with smiles on their faces. They are keen to learn, have lovely manners and chat freely and confidently with known visitors.
- The breakfast club has helped to improve punctuality and attendance, which is now above average.
- The behaviour code is respected and sanctions are well understood. In addition, the system of rewards successfully encourages hard work, good conduct and consideration for others.
- Pupils work well together. For example, 'talking partner' work helps them to be clear in their thinking and they enjoy solving problems together.
- Pupils know how to keep themselves safe, including when using the internet. Anti-bullying projects and lessons on personal development provide them with a good understanding of different types of bullying. Pupils are well equipped to deal with risk and know what to do if they have a problem. They say that teachers and other adults deal swiftly with any worries they report. Incidents of bullying are very rare.
- Pupils who have emotional or behavioural difficulties are enabled to cope with the demands of school life because of skilled interventions by staff and strong links with families. The resource units, both inside and out of school, cater exceptionally well for individual needs.
- An analysis of the school's own parental survey, the results obtained from the online Parent View and discussions with parents show that all agree with the statements 'my child is happy at this school', 'my child feels safe at this school' and 'the school makes sure its pupils are well behaved'.
- A wide range of opportunities exist for pupils to take on responsibilities. For example, school councillors collect the views of fellow pupils and ensure that these are considered when decisions are made.

The leadership and management are good

- The headteacher, who is well supported by two assistant headteachers, provides strong leadership and direction for the school. Leadership works very effectively to make sure that pupils get the best the school can give them. Staff, managers and the governing body share a vision of excellence and are ambitious for their pupils. Staff morale is good, and strong teamwork underpins the school's highly supportive and caring ethos.
- Thorough systems for checking the school's work ensure that senior leaders have a clear overview of the quality of teaching and pupils' progress. A detailed improvement plan focuses sharply on the most important weaknesses identified. These procedures have helped to promote better progress, attainment and attendance, and demonstrate that the school is in a good position to carry on improving.
- Teachers' work is closely monitored, with professional development opportunities based on the identified needs of staff and school priorities. The headteacher and governors ensure that pay and performance are closely linked.
- The majority of monitoring and classroom support work is undertaken by the senior leaders.

Middle and subject leadership is not as effective as it might be in identifying areas for improvement or coaching other teachers. This is the main reason why issues in Key Stage 1 have not been tackled quickly enough.

- The pupil premium is targeted wisely to ensure that no discrimination exists and to break down barriers to learning. Consequently, these pupils achieve as well as other pupils.
- Good partnerships with families, the designated resource units, nearby schools and outside agencies ensure that staff have the expertise and advice they need to support pupils with specific difficulties and those whose circumstances may make them vulnerable. This is a major strength in provision.
- Parents commend the school highly and all agree that it is well led and managed.
- Safeguarding meets statutory requirements and all staff are well trained in child protection.
- **The governance of the school:**
 - The governing body provides informed support for leaders and managers and is ambitious for the school's future. It has a good range of expertise and has taken up training to enhance its work in evaluating performance. The Teaching and Learning Committee, for example, are playing an active role in tracking pupils' progress and checking on reports about teaching. They hold leaders to account for the expenditure of the pupil premium and check on the outcomes for this group of pupils.

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

Unique reference number	107877
Local authority	Leeds
Inspection number	400945

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 of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mr Shaun Kelly
Headteacher	Mrs Sybil Parker
Date of previous school inspection	28 January 2010
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