

# Iveson Primary School

Iveson Rise, Leeds, West Yorkshire, LS16 6LW

**Inspection dates** 20–21 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher's persistence and ambition for the school is driving improvement. She is well supported by a good leadership team and a strong governing body. As a result the quality of teaching and learning has improved well since the previous inspection and is now good.
- The effectiveness of the early years is good. Children are well prepared for their future education. They are keen to learn and make good progress.
- All groups of pupils achieve well and make good progress in reading, writing and mathematics. They take pride in their work and present it well.
- The school makes effective use of funding for disadvantaged pupils.
- The quality of teaching is good overall. Teachers establish good relationships, and marking and feedback are used well.
- Pupils are well behaved, polite and friendly. They feel safe and attend well.
- The curriculum is well planned to engage pupils and promote their spiritual, moral, social and cultural development well. Pupils take their roles as school councillors, head boy and head girl seriously and they make a good contribution to the school's positive ethos.

### It is not yet an outstanding school because

- Occasionally, pupils do not work with all the urgency they could in lessons and achieve their very best.
- Sometimes pupils, including the most able, rely too much on adults rather than finding things out for themselves
- In the early years teachers do not always fully promote children's literacy and numeracy skills through the full breadth of children's work and play.

## Information about this inspection

- The inspectors observed teaching and learning throughout the school and also conducted several short visits to classrooms. They carried out a joint observation of teaching and learning with the headteacher. The inspectors also looked at a wide range of pupils' work and listened to several pupils read.
- Inspectors held discussions with groups of pupils, the Chair of the Governing Body and other governors and a representative of the local authority. They also spoke to members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of the 34 responses to the online questionnaire (Parent View), the results of the school's own consultations with parents, and spoke to several parents during the inspection. They also considered the responses from staff to the inspection questionnaire.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress; the school's plans for improvement; the management of teachers' performance; the use and impact of pupil premium funding and records relating to pupils' behaviour and safety and child protection.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Sue Vickerman

Additional Inspector

## Full report

### Information about this school

- The school is smaller than an average-sized primary school. Numbers on roll are increasing.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils, those supported by pupil premium funding, is well above the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils from minority ethnic heritages is well-above average and has increased since the previous inspection. The proportion of pupils who speak English as an additional language is also well above that usually found.
- A much higher proportion of pupils than usual do not enter the school in the early years.
- Children attend the Nursery on a part-time basis.
- The school did not meet the government's current floor standards in 2014; these are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school is part of the North West Education Partnership Trust.
- Over a third of the teachers started at the school since the previous inspection.

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

- Build on the already good and improving teaching in order to accelerate pupils' learning further by:
  - ensuring all lessons have an appropriate sense of urgency and that pupils make the best use of their time for learning
  - increasing their self-reliance in their work, particularly the most able
  - ensuring that all activities children undertake in the early years strongly promote their literacy and numeracy skills.

## Inspection judgements

### The leadership and management are good

- The headteacher has a clear vision for school improvement and is driving change and development with experience and enthusiasm. She has created an increasingly strong senior leadership team who are rapidly improving teaching and pupils' achievement throughout the school. In particular, procedures to improve the quality of teaching and promote pupils' good behaviour have improved significantly since the previous inspection.
- The senior leadership team, including leadership of the early years, provides good role models for other staff and is increasingly skilled in raising the quality of teaching and in setting challenging targets for others to achieve. Senior leaders work well with the headteacher to make sure that inconsistencies identified in the quality of teaching are now much more speedily addressed.
- Middle leaders are increasingly effective in their roles and contribute well to school improvement. For example, they create detailed and accurate action plans which support school improvement. This has contributed well to developments in teaching and learning through a curriculum which promotes pupils' desire to learn and enquire more deeply. Some staff are new to their roles but are already having a good impact on further improvement, for example, in developing computer studies and resourcing. As a result, although achievement and the quality of teaching are not yet outstanding, the school is well placed to address the few remaining inconsistencies in teaching and learning.
- Self-assessment is now accurate. It is securely based on careful assessments of pupils' achievement and other aspects of their learning and development. The school seeks out and pragmatically acts upon objective views of its effectiveness. The role of the local authority, a strong partnership with other schools within the cooperative trust and the use of independent consultants have contributed to developments in school improvement planning and teaching in the early years, for example.
- Staff morale is high and all staff are eager and ambitious for the school.
- Pupils make good progress in a number of subjects because teaching is well informed through good-quality training delivered both through the school and through links with other schools and the local authority. The local authority provides good support through regular challenging reports and arranging specific training, for example in mathematics and early years education.
- Staff are held fully accountable for the progress their pupils make and are required to fulfil stringent criteria, linked to pupils' achievement, to reach the next salary level.
- The school tackles any issues of discrimination and fosters good relations well. It promotes equality of opportunity successfully and this contributes to the well-being of children and their families. This is evident in the narrowing gap between the attainment of disadvantaged pupils and non-disadvantaged in school.
- Statutory safeguarding requirements are met. Policies are up to date and reflect robust local and national guidance. Staff are well trained and vigilant in child protection and supported by good systems of communication and record keeping.
- The additional funding for disadvantaged pupils is used well and has an increasingly positive impact on minimising any gap between the standards they reach and those of other pupils. Expenditure is precisely measured and analysed by leaders and the governing body to increase its effectiveness.
- The curriculum is imaginative and challenging. The questions raised, such as 'Would you rather live in Yorkshire or the rainforest?' encouraged pupils to think deeply and strive to discover more in a wide range of subjects. The promotion of literacy and numeracy are central to the school's work overall. Pupils have good opportunities to develop musical, artistic and sporting skills.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils are well prepared for life in modern Britain through assemblies and work in many subjects. For example, questions such as, 'Did Greece give us democracy?' encourage an exploration of ways of governance and their relationship to the pupils' lives.
- The school makes effective use of primary school sport funding. The impact of the expenditure is closely monitored to ensure it successfully contributes to involvement in competitive sports and team games and to the development of teachers' skills in physical education.
- **The governance of the school:**
  - The governing body is well led and managed. Governors are passionate about the school and make a good contribution to school improvement. Members' skills are closely matched to the roles they undertake on the governing body.
  - Since the previous inspection, the governing body has reviewed many aspects of its work and improved

its efficiency. The joint review group contributes to strategic development alongside purposeful committees, which meet regularly.

- The governing body is well informed through detailed reports from the headteacher, linked to the school improvement plan, and through their own frequent and systematic checks on the school's work, such as learning walks with senior and middle leaders. They take good advantage of training opportunities through, for example, joint work with the cooperative trust. They make good use of this to hold leaders increasingly to account.
- The school's policies and website are updated regularly and the governing body ensures statutory requirements are met. Finances are well managed by ensuring close scrutiny of all aspects of budget planning and raising challenging questions on, for example, the use and impact of specific spending, such as the pupil premium and sport funding.
- Governors are well informed of the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the headteacher. They are clear about the steps the school takes to address any aspects of underperformance.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils' behaviour has improved well since the previous inspection. Pupils are more independent overall and concentrate well. They are polite and friendly towards each other and their teachers.
- Pupils work and play well together. As a pupil said, reflecting the views of others, 'The school is so diverse; people come from all over the world. This is good because we share different thoughts and faiths.'
- Pupils work hard and take pride in their work and their appearance. They increasingly assess their own work and do so accurately. They take pride in fulfilling their roles as school councillors and house captains.
- Pupils' conduct in lessons is good, in response to the high expectations of all staff. This is a strong improvement from the previous inspection and reflects the headteacher's high expectations and the rigorous application of the school's behaviour policy. The effective use of house points and certificates and awards for positive attitudes contributes to good behaviour. Very occasionally, pupils are not as self-motivated as they could be, especially when teaching does not fully meet their needs.
- The school makes good use of primary sport funding for outdoor activities at lunchtimes and after lessons. These contribute to the development of pupils' behaviour and personal skills as well as to their physical fitness, health and well-being.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree. Leaders and the governing body are well trained and vigilant in ensuring pupils learn in a safe and secure environment.
- Attendance is average and punctuality is good. The school has rigorous procedures to promote good attendance and punctuality, including effective use of pupil premium funding. Staff establish good relationships with parents and make good use of the school website to keep them well informed about the value of good attendance. As a result very few pupils are persistently absent, including those new to the school who have very little previous educational experience.
- Pupils understand risks and dangers in their everyday life. They are well informed about different types of bullying including racist, homophobic and cyber bullying. Well-planned assemblies, special days and studies in several subjects reinforce pupils' knowledge and understanding. Attractive and informative newsletters and the school's website contribute to pupils' and parents' awareness of these issues.
- Pupils rightly feel that there are few incidents of bullying and know what they would do should any occur. They are tolerant of others' views and beliefs and staff and the governing body work well to promote this.
- The school has had good success in supporting pupils who have emotional and social difficulties to improve their management of their own behaviour. There are few exclusions.
- Pupils are prepared well for the potential dangers they may meet in later life. They learn road safety from the early years on. Personal, social and sex education, including events with the emergency services, helps pupils to understand the dangers of, for example, drugs, alcohol misuse and other situations they

may face in the future.

### The quality of teaching

is good

- Teachers now make good use of accurate assessments of pupils' progress to set clear targets for them to achieve in all subjects. Teachers are trialling the use of new assessment procedures to raise aspirations and meet the expectations of the new National Curriculum. Pupils say that their work usually challenges them well. This is a good improvement since the previous inspection, especially in writing.
- Marking and feedback are used well to celebrate pupils' achievement and guide them to reach the next steps in their learning. They are developing pupils' ability to criticise and edit their own work.
- Teachers establish positive relationships with their pupils and have high expectations for their success throughout the school. Classrooms are orderly and stimulating environments. As a result all groups of pupils are now keen to learn and regularly aim to do their best.
- Teaching assistants are well deployed throughout school. They bring skilled support to pupils of all abilities and particularly those who have special educational needs and the most able. They are flexible in their work and contribute well to identifying and supporting pupils of all abilities who are not achieving as well as expected.
- Leaders use well the funding for disadvantaged pupils to provide teaching closely matched to these pupils' individual needs. Teachers regularly analyse and review the effectiveness of specific activities to address any gaps in learning in order to ensure they are effective and that staff are suitably trained. This particularly ensures that pupils who do not start school until after the early years and those who speak English as an additional language now get off to the best start they can.
- Teachers question pupils closely to broaden and deepen their thinking. They promote pupils' speaking skills well. For example, they plan 'Talk Triggers', which stimulate dialogue and develop pupils' grammatically accurate speech. This is a good improvement to their learning since the previous inspection.
- The teaching of literacy is good overall. Effective teaching of phonics (letters and the sounds they make) from the early years onwards contributes to pupils' success. Teachers encourage pupils to listen carefully and articulate sounds accurately. Their love of reading is strongly promoted throughout the curriculum, such as in their research in history, geography and science. Writing skills are now more systematically acquired. Pupils achieve a fluid handwriting style from the early years.
- The teaching of mathematics is good and pupils' achievement is accelerating. Pupils learn to think quickly and develop their recall of mental calculations.
- Occasionally, pupils of all abilities do not make the very best progress they should because teaching is good but not outstanding. However, the monitoring of teaching and its impact has improved well and the consistency of good teaching is much more established than at the time of the previous inspection.
- Sometimes the lesson lacks an appropriate sense of urgency to ensure that all pupils make the best use of their time and are as productive as they need to be.
- Teachers do not always provide pupils, especially the most able, with sufficient opportunities to deepen their learning because pupils are too reliant on adults to help them manage and organise their work.

### The achievement of pupils

is good

- All groups of pupils make good progress in reading, writing and mathematics through the school and leave in Year 6 with average but rising standards. Pupils' progress is rapidly speeding up throughout school. This is evident in the school's tracking of pupils' progress and in their work over time.
- The results of National Curriculum tests for Year 6 pupils in 2014 do not reflect these standards, however. The results were below average and did not meet floor standards. This was a consequence of specific social and emotional issues for a group of pupils in this small cohort, particularly those who joined the school after Year 4 and did not benefit fully from the improving quality of teaching. The school has taken strong action to minimise the situation in future. The core group of pupils who had their full education at the school made at least the progress expected of them and reached average standards. Standards are rising overall. The results of National Curriculum tests are now average by Year 2 and rising. They represent increasingly good progress.

- Disadvantaged pupils also make good progress through the school and the gaps are narrowing between their achievement and that of other pupils. The school makes good use of funds to support these pupils. In the 2014 reading and writing test for Year 6 they were one term behind non-disadvantaged pupils in school, and in mathematics they were in line. They were three terms behind the national average for non-disadvantaged pupils in reading, two in writing and three in mathematics. The school's data and the evidence of inspection shows that disadvantaged pupils are now also working at levels closer to those nationally expected in the current Year 6 and in many other year groups.
- The most able pupils make good progress overall and increasing proportions are working at higher than expected levels by Year 6. The pupils show good levels of maturity and enthusiasm. They use reference books and computers effectively in research and science investigations. In mathematics, they now make good use of calculation skills to solve problems, for example with percentages and numbers to three decimal points, confidently and accurately. They are increasingly self-critical and determined to improve their own work and aim high.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. Their individual needs are accurately checked. Comprehensive teaching of key literacy and numeracy skills helps pupils make good academic and personal progress.
- Pupils who speak English as an additional language also make good progress. Many of these pupils have had limited experience of school life. The pupils make strong progress in speaking English and basic reading and writing skills through intensive support, sometimes in their heritage language if needed.
- Pupils who join the school at times other than early years make good progress. Their learning needs are speedily assessed when they start and steps are taken to address gaps in their education. They increasingly benefit from the good quality of teaching through the school.
- Pupils' achievement in speaking and listening has improved significantly since the previous inspection. The pupils regularly provide full and detailed answers to well-framed questions in many subjects. They participate effectively in discussions, debates and role play.
- Pupils' achievement in reading is good. They use their knowledge of letters and sounds well to read new words and decipher difficult spellings. The results of national checks for pupils' phonic skills in Year 1 are average and rising. Older pupils use their reading skills well in a wide range of subjects. They have a good understanding of plot and character and enjoy reading for pleasure from a range of historical and contemporary literature.
- Writing skills are increasingly good. All groups of learners take considerable pride in presenting their work carefully and forming their handwriting neatly. By Year 3 many pupils are writing well in ink. Rich experience of good-quality children's literature and informative visits contribute to good writing. It is often lively, imaginative and empathetic to the characters portrayed. For example, Year 6 pupils produce vivid accounts of the dilemma faced by plague victims in Eyam village inspired by a visit and the story 'Children in Winter.'
- Pupils' achievement in mathematics is good. Pupils make efficient use of their mental and written skills of calculation to solve a range of problems. They generally explain their reasoning well. Older pupils set one another challenging problems based, for example, on the area and perimeter of irregular shapes. They accurately draw graphs and pie charts as part of their business enterprise project and give written explanations why one is more effective than the other for certain tasks.
- The senior leaders are rapidly addressing achievement that is less than good. The few remaining inconsistencies in the quality of teaching and learning mean that achievement is good overall but not outstanding.

## Early years provision

is good

- Leadership and management are good. The new staff team is building on previous success and further strengthening the curriculum. The quality of teaching is good overall and procedures to assess children's progress are effective. This is a result of close consultation with the local authority and well-researched action plans for future improvement.
- Children's starting points are largely below those typical for their age, particularly in reading and writing skills. They make rapid progress in these areas and so, by the end of Reception Year, they are well prepared for their next stage of learning in Year 1. Children of all abilities make good progress and standards are rising and are in line with national averages by the end of Reception. Achievement through the Nursery and Reception is, therefore, good.

- Relationships are good. Staff establish positive relationships with parents from the start through helpful procedures to prepare children for Nursery and to settle them in to their new surroundings. Many children do not start in the Nursery and these procedures enable the staff to build a good initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning whenever they begin.
- Teachers make accurate assessments of all aspects of children's achievement and use these to plan future learning. Staff generally question children well to secure and extend their knowledge and their understanding of the world.
- Literacy and communication skills are taught well overall and this supports the rapid progress that many children make in reading and early writing, including disadvantaged children. Staff make effective use of a range of activities to improve children's speaking skills to form a firm foundation for later learning. This is an improvement from the previous inspection. Teachers do not always fully maximise children's writing and number skills through the full range of their activities.
- Disadvantaged children in the early years achieve well and make good gains in their early language and communication skills. The school makes effective use of links with educational and health agencies such as speech therapists to provide early support to children with special educational needs if needed.
- The most able children make good progress because they make rapid gains in key skills such as phonics, comprehension, addition and subtraction. They are stimulated by the opportunities for role play and questions which help them think and reason. For example, they thoroughly enjoyed sorting and characterising the insects they found on their mini beast trail, whilst sometimes dressed as ladybirds themselves!
- Children work and play very well together. They largely concentrate on their activities for extended periods. Their behaviour and safety are good. They feel safe and are cared for well. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world around them.

## 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>	107886
<b>Local authority</b>	Leeds
<b>Inspection number</b>	462240

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Walton
<b>Headteacher</b>	Diana Mann
<b>Date of previous school inspection</b>	21 May 2013
<b>Telephone number</b>	0113 225 6868
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