

Calverley Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	107996
Local authority	Leeds
Inspection number	336998
Inspection dates	05–06 October 2009
Reporting inspector	Mr Terence McDermott

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

Type of school	Primary
School category	Voluntary Controlled School
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair	Mr D Burt
Headteacher	Mrs Judith Putsman
Date of previous school inspection	November 2006
School address	Towngate Calverley Pudsey LS28 5NF
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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

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at lesson monitoring records, the school's assessment and tracking records, the school development plan, samples of pupils' work, governing body minutes, and 66 responses from parents and carers to the Ofsted parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate and consistency of progress made by pupils throughout the school.
- the personal development of pupils
- the effectiveness of provision in the Early Years Foundation Stage
- how well the school meets the requirements and regulations for child protection and safeguarding
- how well the school has addressed the areas for improvement identified at the last inspection
- the capacity of leaders and managers to secure and sustain further improvements.

Information about the school

Calverley CE is a slightly larger than average-sized primary school which has a wide and varied catchment area on the edge of the Leeds and Bradford conurbation, which includes the village of Calverley. It has Early Years Foundation Stage provision, taking children into Reception class. The large majority of pupils are of White British origin, and a small proportion of pupils do not speak English as their first language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is low. The proportion of pupils eligible for free school meals is much lower than average. The school holds the National and Advanced Healthy Schools Awards and the Active Mark Gold award. The school hosts pre- and after-school childcare in the 'Play Academy', which is not managed by the governors and which is subject to a separate inspection.

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Inspection judgements

Overall effectiveness: how good is the school

3

The school's capacity for sustained improvement

3

Main findings

Calverley Church of England Primary is a satisfactory school. It has good strengths in the care, guidance and support it provides for pupils and in the new curriculum it has developed. Pupils make good progress in their personal development because adults provide good role models, have good knowledge of individuals and their families, build trusting relationships, and tailor their interventions sympathetically to the personal needs of each child. Pupils say they are happy and feel safe in school, and that they can approach adults for help with confidence should they need to. This is readily apparent in their smiling faces, and in their calm and positive attitudes to learning. The effectiveness of the curriculum in widening pupils' horizons and increasing their understanding of the world in which they live is diluted by teaching which does not meet the individual learning needs of all pupils well enough, especially in mathematics. As a result, pupils' progress, achievement and overall outcomes are satisfactory, rather than good.

The school's capacity for sustained improvement is satisfactory. Leaders are fully committed to improving and developing the school further. The school has reliable systems for regularly collecting and collating accurate information on the performance of pupils. However, the information gathered is not evaluated with enough rigour to enable the school to make sharp and decisive plans for action, nor is it used well enough in lessons to set work which helps each pupil to make the best possible progress. Though standards overall at the end of Year 2 and at the end of Year 6 are beginning to rise, the wide difference between standards in English and in mathematics, noted in the last inspection report, still remains.

What does the school need to do to improve further?

Improve pupils' progress, particularly in mathematics, by:

- increasing the proportion of good or better lessons through ensuring that challenging work is set which accurately meets the learning needs of all pupils
- increasing the rigour with which leaders at all levels, including governors, monitor, evaluate, and review the effectiveness of the interventions they plan and make to improve pupils' learning.

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About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils/children **3**

Pupils enjoy being in school as is evident from their consistently above average attendance. They wear their uniforms proudly, and contribute strongly to the good team atmosphere within the school. Their spiritual, moral, social, and cultural development is good, as they quickly adopt the positive role models of fairness, respect and tolerance provided by all adults in the school. They know the difference between right and wrong and are considerate to each other. Their behaviour is good, and they have good attitudes to learning. This helps to maintain a calmness about the school. Pupils have a clear understanding of how to stay healthy, and are aware of when and where dangers might occur. They can be trusted to act maturely and responsibly when not directly supervised. Their multicultural awareness is raised by connections with other faiths through visits and topic work around religions, and their links with countries in Africa. All pupils are gaining most of the skills they will need as they get older, and are well prepared for the next stage of their education.

Pupils' achievement is satisfactory overall. Inspectors agree with the school's evaluation that children's skills and understanding are close to nationally expected levels when they join Reception class, with normal variations. Standards at the end of Year 6 in 2008 were also broadly average overall. They were significantly above average in English, average in science and below average in mathematics. When considering these pupils' starting points, their progress was satisfactory. Unvalidated results for Year 6 in 2009 were higher than in 2008 and showed standards to be above average overall. Standards were well above average in English, above average in science and average in mathematics. These pupils ended Year 2 above average and completed Year 6 above average. Their progress was satisfactory. During lessons observed by inspectors, progress was again no more than satisfactory overall, because too often work was not matched well enough to pupils' learning needs. All pupils, including those with special educational needs and/or disabilities and those from minority ethnic backgrounds, make similar progress. No group of pupils underachieves significantly.

These are the grades for pupils'/children's outcomes

Pupils achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2

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The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school's arrangement for the care, guidance and support of pupils is good. Good links with outside professional and other agencies ensure that the school is able to access support quickly when it is needed, and that transition to secondary education is easily accomplished. Staff know the pupils, and their parents or carers, well. Detailed pastoral records within the school's assessment systems are maintained conscientiously. These allow adults in school to quickly pick up when pupils are experiencing difficulties, and to take action to help. Parents appreciate this, as several noted in their responses to the Ofsted questionnaire. The system is not as efficient at testing and measuring the effectiveness of these actions.

The quality of teaching is satisfactory overall but it is of variable effectiveness in helping pupils to learn. All lessons are characterised by good relationships between teachers and pupils. All classrooms are well resourced with a wide range of materials and equipment, including information and communication technology (ICT). The best lessons have well planned tasks which meet the different learning needs of each child. In these lessons, pupils are encouraged to work independently and think things through for themselves. These lessons move forward at pace and pupils make good progress. In too many other lessons, single tasks are often set for the whole class. Higher attaining pupils find the work too easy, and lower attaining pupils find the work too hard. In most cases, because they are well behaved, pupils accept this and do not make a fuss. Inevitably, the rate of learning slows for many of them. This is particularly, though not uniquely, the case in mathematics where pupils do not learn as well as they do in English. Teachers accurately measure what pupils have learned, but do not use this information to plan and set tasks at an individual level which present enough challenge to all pupils.

The curriculum is attractive and allows pupils to practise and apply the skills they have learned in one area, across a range of subjects. A good range of visits and visitors, together with sport and cultural activities such as the school choir, enriches pupils' experiences, helps bring learning to life, and allows pupils to see the relevance of the knowledge and understanding they have gained. Activities such as these have a particularly strong impact on pupils' social development and knowledge of issues related to health and safety. However, the impact of these experiences on pupils' academic learning is diminished by the less effective aspects of teaching throughout the school.

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These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other adults in the school share a common vision. They are successful in ensuring that all pupils are safe and enjoy school. The stable staff team have created a positive and welcoming environment for learning, and their morale is good. The school runs smoothly from day to day and the large majority of parents are happy with what the school provides for their children. Lessons are monitored regularly by senior leaders, and middle leaders are beginning to undertake this activity. However, monitoring is not always sufficiently or rigorously enough focused on pupils' learning, and this has prevented the school driving standards up quickly enough, particularly in mathematics. This lack of focus on learning has also led to overly generous self-evaluation, which has sometimes prevented leaders from defining the individual steps required to help the school move up to the next level of performance.

Procedures for safeguarding pupils meet current requirements well, and are given high priority. The governing body meets all of its statutory requirements, but whilst its members support the school well, they have not held the school sufficiently to account for the overall progress of pupils, or for the differences in standards and progress between English and mathematics. Provision for promoting community cohesion is good, and is underpinned by good links the school has with parents and a range of other activities including the 'Green Team' and their 'Miss Don'tcare' project, which is both enterprising and raising the profile of sustainability within and around the school community. The school has a strong focus on equal opportunities, and works hard through its personal, social and health education programme on ensuring that all forms of inequality are addressed and that diversity is recognised and celebrated. The school gives satisfactory value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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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	3

Early Years Foundation Stage

Children enter the Reception class having had a wide range of previous learning experiences. Their skills are close to what is normally expected for children of their age. The children who entered Reception class in 2008 were a little above the usual expectation. By the time they left Reception class in 2009, almost all were working securely within the Early Learning Goals, though few had exceeded them. Their progress was satisfactory because provision was satisfactory. Their speaking, writing and reading skills were stronger than their counting and calculating skills.

Leadership and management are good. The new coordinator has quickly got to grips with what needs to improve. She has rapidly initiated a series of procedures and routines which have added rigour to the formal monitoring and evaluation of children’s learning. Staff work well together and record pupils’ learning as it occurs. In the majority of sessions, a wide range of different activities engage children well in learning. For example, in order to consolidate number work, experiences of weighing, measuring, counting, drawing, reading and writing are used. Also, activities, both indoors and outdoors, using a good range of natural and man-made resources, give first-hand experiences for children to talk, read and write about. Children have the option to select their own learning activities, they move around in good order, without argument, and are often trusted to work independently. This quickly promotes their personal development as well as their basic skills. Children relate well to each other, and their relationships with adults are a particular strength. Behaviour is good. Children are safe and secure, and welfare requirements are met. Because provision is now good, children are starting to make good progress. However, the full impact of recent changes and developments has yet to be seen in improved outcomes for children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	3

Views of parents and carers

Sixty six parents returned questionnaires before 1.00pm on the first day of the inspection. These are logged in the table below. The large majority of responses were fully supportive of the school’s work. A small number raised concerns about

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how well the school keeps pupils safe. Inspectors investigated these concerns in some depth, and found no evidence to suggest that the school had not taken proper steps to follow them up. A small minority of parents raised concerns about how the school deals with unacceptable behaviour. Inspectors found that pupils' behaviour is good overall, and that the school had followed correct procedures in dealing with the very few instances of serious behavioural incidents that had occurred in the past. Inspectors did not observe any lesson to be seriously disrupted by poor behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Calverley Church of England Voluntary Controlled 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 12 statements about the school.

The inspection team received **66** completed questionnaires by the end of the on-site inspection. In total, there are 276 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	48	31	47	2	3	0	0
The school keeps my child safe	35	53	29	44	2	3	0	0
The school informs me about my child's progress	20	30	40	61	4	6	0	0
My child is making enough progress at this school	22	33	40	61	3	5	0	0
The teaching is good at this school	28	42	35	53	1	2	0	0
The school helps me to support my child's learning	20	30	40	61	5	8	0	0
The school helps my child to have a healthy lifestyle	29	44	27	41	7	11	1	2
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)	22	33	36	55	6	9	0	0
The school meets my child's particular needs	20	30	40	61	4	6	1	2
The school deals effectively with unacceptable behaviour	18	27	30	45	15	23	0	0
The school takes account of my suggestions and concerns	15	23	32	48	13	20	2	3
The school is led and managed effectively	17	26	37	56	6	9	1	2
Overall, I am happy with my child's experience at this school	27	41	35	53	2	3	1	2

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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>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.



7 October 2009

Dear Pupils

Inspection of Calverley Church of England Voluntary Controlled Primary School, Pudsey, LS28 5NF

Thank you very much for making us so welcome when we inspected your school recently. It was a delight for us to see so many happy, smiling children who clearly like their school a great deal. We know this because you all attend so well.

I must apologise for walking so often through Class 1, and I must thank them in particular for being so patient with us as we went back and forth through their classroom.

We found that Calverley Primary is a satisfactory school. It has clear strengths in the way it looks after you all so well, keeping you safe and secure, and the good curriculum the teachers have worked so hard to develop which provides you with so many interesting things to do.

However, I also found that the school could do some things better. These would help you to learn faster, and learn more than you already do now. So I want the school to do the following things:

- make sure that many more lessons are like the good ones which have work which is just hard enough so that nobody in the class finds it either too easy or too difficult, especially in mathematics
- the headteacher and her assistants should check much more closely that you are all making good progress and learning well, all the time and in every lesson.

You can really help the school to improve by continuing to come as often as you do, by getting 'stuck-in', and working as hard in mathematics as you already do in English.

Thank you all for helping us to reach our judgements, and may I wish all of you the very best luck for the future.

Yours faithfully

Mr Terence McDermott
Lead Inspector

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