

Beeston Hill St Luke's Church of England Primary School

Inspection report

Unique Reference Number	108052
Local Authority	Leeds
Inspection number	309584
Inspection date	11 June 2008
Reporting inspector	Ann Sharpe

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	362
Appropriate authority	The governing body
Chair	Mr Graham Hobbs
Headteacher	Mr E Whitehouse
Date of previous school inspection	7 March 2005
School address	Beeston Road Beeston Leeds West Yorkshire LS11 8ND
Telephone number	0113 2433375
Fax number	0

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and standards; the quality of care, guidance and support; and the school's capacity to improve. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published assessment data and the school's records of pupils' progress. Observations were undertaken of teaching and other activities, although Year 6 pupils were not seen because they were out of school on an educational visit. Discussions were held with staff, pupils and a governor. Questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in as much detail, but the inspector found evidence that the school's own assessments, as given in its self-evaluation, were sometimes rather modest.

Description of the school

This larger than average sized school is situated very close to Leeds city centre and is in an area of considerable social and economic disadvantage. The majority of the pupils are White British, and about one fifth belong to an increasingly wide variety of minority ethnic backgrounds. The school takes a growing number of pupils who have recently arrived in the country from Eastern Europe and Africa. Some speak no English and others are at an early stage of learning to speak English. A few pupils are from asylum-seeking families. The proportion of pupils eligible for free school meals is more than twice the national average, and the proportion with learning difficulties and/or disabilities is average. Since the previous inspection, there has been an increase in the number of pupils starting or leaving the school in the middle of this stage of their education. The school operates on two sites. The Nursery is not affiliated to the church in the same way as the school, and is situated across a busy main road. The school holds the Healthy Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This outstanding school provides excellent value for money. Since its previous inspection, it has gone from strength to strength and responded amazingly well to the many new challenges it has faced due to a changing social setting. It is a very welcoming and purposeful school, where pupils thoroughly enjoy their education and work and play together in total harmony. Although so very close to the city centre and to a major motorway network, the school provides an oasis of calm. Pupils play outdoors in complete safety among the natural green surroundings that have been lovingly shaped and created over the years for their benefit. It is little wonder that parents think very highly of the school and that pupils look so happy and say that they enjoy coming.

Pupils' achievement from their widely varying starting points is outstanding. This is because the school sets them challenging learning targets, and very enthusiastic, hard-working teachers take every step necessary to ensure that they reach them. Careful financial planning means that pupils are taught in small classes, small groups or even have individual help if they need it. Well trained support staff make a considerable contribution to the outstanding quality of teaching, learning and the curriculum. Consequently, pupils' progress is often rapid, and they reach broadly average standards at the end of Years 2 and 6. The curriculum places great emphasis on ensuring that pupils learn basic literacy, numeracy, speaking and listening, and information and communication technology (ICT) skills. This is why pupils are very well placed to succeed in the future.

A growing proportion of pupils go beyond the level of attainment expected for their age, as shown by the improvement in unconfirmed results of recent Year 2 assessments in reading, writing and mathematics, and in the school's records of the attainment of pupils currently in Year 6. Gifted and talented pupils do as well as they possibly can because staff go that extra mile to push them on as far as they can go, including when they transfer to secondary schools. Pupils with learning difficulties and/or disabilities, pupils who need help to speak English and pupils arriving partway through this stage of their education make outstanding progress. This is because of the excellent care, guidance and support they receive that help them to overcome barriers to their learning. Partnerships with others, such as other schools and outside agencies, contribute significantly to the school's determined approach to catering for pupils' specific needs.

Pupils' outstanding personal development and well-being stem from the united approach of all adults to setting high expectations and rewarding pupils for their efforts. Pupils understand and follow school rules. Members of the school council, for example, explain why 'no contact' (physical) is best, and say that they are free from bullying. Pupils' behaviour is exemplary and their attendance continues to improve. They know how to stay healthy and safe. At lunchtime most pupils select fruit, vegetables and salad and many who eat packed lunches bring healthy options. They love running around outside, playing games, using equipment or just enjoying the wealth of physical activities they can select from. Pupils enjoy making a contribution to their school and wider community. They talk with enthusiasm about recycling, litter prevention and raising funds for charities and repairs to the church roof. They are very proud of the new toilets they helped to plan.

Leadership and management are outstanding. A key factor in pupils' excellent achievement is the cheerful, inspirational, energetic and devoted leadership of the headteacher. Staff love

their jobs and enjoy playing their individual and collective parts in the school's continuing development. The deputy headteacher makes an equally impressive contribution to the school's success, and other senior staff are key players in ensuring that no stone is left unturned when it comes to pupils' learning and welfare. Teamwork is at the very heart of the school's leadership and management, and the keenly reflective, shared approach of the headteacher and deputy headteacher ensures that pupils' needs are never overlooked.

This is a school that does not rest on its laurels. There are clear plans in place and firm action is already being taken to tackle even the smallest weaknesses. Strenuous efforts are being made to succeed with plans to replace the old Nursery premises and provide up-to-date accommodation on the main school site. When taking account of the many challenges faced by this school, improvement since the previous inspection is outstanding.

Effectiveness of the Foundation Stage

Grade: 1

When children start Nursery, their skills are poor, especially in personal, social and emotional development and in communication, language and literacy. This represents a decline since the previous inspection. As a result of outstanding leadership, management, teaching and learning, children make exceptional progress from their varying starting points. At the end of Reception, most reach the goals set nationally for children of their age - a remarkable achievement! Staff are clearly focused on getting children talking. Many positive and caring adults and a wealth of exciting activities to talk about ensure that children soon feel confident to answer and ask questions. Staff are determined to work together as a strong team and to overcome the problems of working on two sites. As a result, children settle quickly into Nursery and overcome any fears of moving over the road to Reception when they start full-time school. Staff make the most of the old Nursery premises, and do not allow children's enjoyment to be hampered by lack of up-to-date facilities. Consequently, children come happily, learn to get along with other children and adults and start Year 1 with the skills they need to make a successful start with more formal work.

What the school should do to improve further

- The school has no major issues for improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making me feel so welcome when I visited your school. I thoroughly enjoyed my day with you, especially seeing you playing outside together in the sunshine and enjoying your beautiful grounds. I am very sorry that I was unable to see and talk to Year 6 pupils, and hope that they enjoyed their visit to Leeds University.

Your school is one of the best schools in the country. You all do really well with achieving your learning targets. This is because your headteacher, staff and governors care about you a great deal and work very hard to make sure that nothing ever gets in the way of your learning. You enjoy school very much and I understand why your parents are so pleased that you can come to Beeston Hill and why your attendance has improved.

You are very lucky to be able to work with so many caring and enthusiastic adults. Your classes are never large and you have many chances to work in small groups or sometimes by yourselves with an adult. Teachers and other staff work together closely to make sure that your literacy and numeracy work is just right for you - never too hard or too easy. They never give you confusing guidance about your work and behaviour. You listen to them very well indeed, and this is why I think your behaviour is excellent. I was pleased to see so many of you eating healthy food at lunchtime and to hear about what you do to keep yourselves healthy and safe. Children in the Nursery and Reception classes also learn very quickly. I hope that your school is soon able to have a new Nursery building in the same grounds as the main school.

Your school is improving all the time, and I have found nothing that it is not already doing to put any little weaknesses right. Nevertheless, I am sure that you will want to continue helping all you can, for example by continuing to try hard and by making more suggestions through the school council.