

Pontefract De Lacy Primary School

Chequerfield Lane, Pontefract, West Yorkshire, WF8 2TG

Inspection dates 21–22 April 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
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 provides clear and rigorous leadership. He is well supported by the leadership team together with a highly effective governing body and trust. As a result, standards have risen rapidly.
- The vast majority of pupils now make good progress and achieve well.
- The overall quality of teaching is good. Teachers' subject knowledge is good. Teaching assistants make a good contribution to learning. Marking and feedback are used well to help pupils improve their work.
- Pupils usually have good attitudes to learning. This makes a good contribution to achievement. Pupils are well behaved at break and lunchtimes; they feel and are kept safe.
- Provision in the early years is good. Children make good progress and enjoy their learning.
- All staff are given detailed and clear information about how to improve their teaching. Teachers reflect well on how to improve their practice.
- The governing body makes a very strong contribution to leadership. Governors ensure that the school makes effective use of the experts available from the trust. They hold leaders stringently to account for the work of the school.

It is not yet an outstanding school because

- Occasionally, pupils do not behave well when they are taught by adults other than their normal class teacher, unless they are closely supervised by their regular teacher.
- Standards in mathematics are not as high as in reading and writing.
- The most-able pupils are not always fully challenged.

Information about this inspection

- The inspectors observed several lessons, some of which were joint observations with the headteacher.
- The inspectors looked at pupils’ books, and individual learning and behaviour plans.
- Meetings were held with key staff, three members of the governing body, the Chief Executive Officer of the Trust and the school improvement partner. Discussions were held with support staff.
- The inspectors took into account 23 questionnaires from staff and 24 responses to the online questionnaire (Parent View).
- The inspectors looked at a range of documents, including plans for improvement, records of the school’s checks on pupils’ and teachers’ performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Pauline Hilling-Smith, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Faheem Chishti	Additional Inspector

Full report

Information about this school

- De Lacy Primary School converted to become an academy school on 1 October 2013. When its predecessor school, De Lacy Primary School was last inspected by Ofsted it was judged to be inadequate.
- There have been many changes in staffing in the last two years.
- The academy is part of the Pontefract Multi-Academy Trust.
- The school is an above-average-sized primary school.
- In the early years, children attend the Nursery on a part-time basis and Reception full-time.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school uses the off-site Pontefract Academies Trust Behavioural Unit in the afternoons for pupils with behavioural difficulties.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding, especially for the most-able pupils and in mathematics, in order to raise achievement even further by always ensuring that:
 - pupils are always moved on quickly to more challenging work
 - pupils' incorrect assumptions are picked up quickly and swiftly resolved
 - pupils are always given problems in mathematics which make them think hard
 - pupils know what to do when they get stuck
 - all staff are well trained in the teaching of mathematics.
- Further improve behaviour by ensuring that:
 - teachers know how well pupils behave when their class is taught by other staff
 - greater emphasis is placed on pupils controlling their own behaviour in all situations.

Inspection judgements

The leadership and management are good

- The trust swiftly established a clear vision for the school and provided strong governance and expert leadership to establish high expectations of everyone associated with the school.
- The headteacher and leadership team of the new academy have quickly risen to the challenge of these expectations and a good team of staff has been established who are driving the school forward at a rapid pace. They have placed effective emphasis on fostering good relations with the local community and tackling discrimination both in school and in the locality.
- The leadership of teaching and the performance of staff are effective. Procedures to check the quality of teaching are wide ranging and link together well. They lead to sharply focused plans for improvement. They enable senior leaders to provide strong support for teachers to improve their practice. There is a good link between teachers' performance and their progression along the pay scales.
- The school has an accurate view of its own performance. Improvement plans are effective because they are regularly reviewed in detail and based on a thorough knowledge of the school's strengths and areas to develop. Middle leaders make an effective contribution to monitoring progress towards objectives set in the plans.
- The school's system to track how well pupils are doing is clear and based on sound assessment. Data collection is very well organised and shows the progress of individuals and groups.
- Leaders ensure that funding, such as the pupil premium, is used to good effect by providing additional experiences, including visits to other European countries, as well as targeted support in English and mathematics for eligible pupils.
- The primary school physical education and sport funding is used effectively to develop the expertise of the staff, for example in gymnastics. Many more pupils now participate in sport as a result of the wider range of activities for them to choose from as well as increased opportunities to take part in tournaments and competitions. It is clear that the funding is making a positive difference to pupils' health and well being.
- Pupils' spiritual, moral, social and cultural development is good because pupils enjoy warm relationships with staff who are always ready to listen to concerns. Assemblies place a sharp focus on the understanding of British values, such as tolerance and the non-acceptance of discrimination, and how to be a positive young citizen in modern Britain.
- The school's range of subjects and other activities meet the needs of pupils well. The curriculum is well organised. It gives priority to widening pupils' horizons and raising pupils' own ambitions as well as accelerating their progress.
- Partnerships are very well developed. For example, those with the other schools in the multi-academy trust make a significant contribution to all aspects of school improvement.
- Leaders evaluate attendance data and behaviour logs carefully. However, the behaviour of pupils is not as good when staff other than their regular teacher teaches them. Records of their behaviour are not as fulsome when this is the case. This means that plans made to improve behaviour are not always focused in the most effective way.
- The attendance, behaviour and progress of pupils who attend the offsite unit are monitored carefully because a member of staff always accompanies them from the school. Pupils do not go to the unit if their class is going on a visit. This illustrates the school's commitment to equality of opportunity.
- Arrangements for safeguarding meet statutory requirements. Procedures are well embedded and robust, and are as such effective.
- The local authority provides appropriate light-touch support.
- The majority of parents who responded on Parent View would recommend the school to another parent.
- **The governance of the school:**
 - The governing body contributes exceptionally well to the quality of leadership because it is carefully constituted to meet the needs of the school. It has made sure that the leadership of the school has had access to exactly the right support and challenge in order to meet expectations. Members are highly ambitious for the achievement of pupils who attend the school.
 - Governors manage the budget effectively and make sure that all safeguarding procedures are rigorous and fully meet requirements. They are clear about how the pupil premium is spent and can identify the positive effect this is having on eligible pupils. Governors are fully included in information about how good teaching is and how well different groups of pupils perform. They then use this information to evaluate the quality of teaching and to ensure that there is a strong link between this and any increases

in salary.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are usually respectful and polite, and the atmosphere in school is warm and friendly. Pupils open doors readily for staff and visitors.
- Pupils are proud of their school and take their work as school councillors and sports councillors seriously. Councillors ensure that no one is lonely at playtime because they organise games for all to join in at break and lunchtime.
- The academy makes good use of the primary sport funding for outdoor activities at break and lunchtime. These contribute to the development of pupils' personal skills, such as cooperation and sportsmanship, and to their health and well-being.
- Pupils are aware of different types of bullying, including cyber-bullying. Records show that incidents of inappropriate behaviour are decreasing rapidly. Pupils are tolerant of others' view and beliefs, and staff and the governing body works effectively to promote this. Pupils rightly say that any incidents are dealt with quickly and effectively.
- The cornerstones of behaviour management in the school are the clear expectations set for pupils. As a result, pupils have positive attitudes to learning. However, occasionally older pupils do not adhere to these expectations at all times in all situations, particularly when taught by staff who are not their regular teacher.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are well aware of risks to their safety, including on the internet. They understand how to keep themselves and others safe at all times when on trips and residential experiences.
- Safeguarding practice is well understood by all staff. Any concerns are promptly notified to the appropriate agencies. Staff have a very good understanding of the individual needs of each pupil. Mentors are effective in supporting pupils who may need counselling, for example as a result of bereavement.
- Leaders are vigilant in ensuring that full checks on the safety of premises are regularly undertaken and that any issues are promptly acted upon. They ensure that pupils attending the off-site provision are safe.
- Attendance is broadly average and improving. The academy now has rigorous procedures to monitor and improve attendance and these are paying dividends. Pupils are punctual to school and to lessons.

The quality of teaching is good

- Teaching is good. The quality of teaching is improving rapidly as a result of the detailed monitoring and training for staff. Consequently, teachers are very evaluative and reflect on the impact of their teaching on pupils' achievement.
- Teaching has enabled most pupils to make accelerated progress over the last two years and particularly over the last year. As a result, attainment is rising rapidly
- Staff are very competent in teaching reading and writing. As a result, pupils make good and improving progress in acquiring and using skills in these aspects. Pupils enjoy their learning because they are interested in what is planned for them to do. For example, the oldest pupils were very interested in the way a play is written and the language used in Shakespeare's *Macbeth*.
- Teachers have good relationships with their pupils, and this results in a positive climate for learning most of the time.
- The teaching of reading is good because guided reading is well organised, and the teaching of phonics (letters and the sounds that they make) is effective. Younger pupils can decode and read words well. The skills of teaching assistants are good, especially in teaching reading. The work of the teaching assistants is targeted well to support individuals and small groups of pupils to ensure that they make good progress.
- Teachers spend a considerable amount of time ensuring that pupils' books are marked in detail. This has a good impact on achievement, especially in writing.

- The teaching of mathematics, although good overall, is not fully developed. For example, sometimes teachers do not identify and correct any misconceptions pupils may have swiftly enough. On other occasions, pupils do not know what to do when they get stuck and their teachers are working with other pupils.
- Occasionally, the most-able pupils are not challenged well enough because work is too easy and they have to wait too long before they are given more challenging work.

The achievement of pupils is good

- Almost all children enter the school in the early years with knowledge and skills below those typical for their age in all areas of learning. The majority of pupils make good progress and now leave the school in Year 6 with broadly average standards. Over the last two years, most pupils have made accelerated progress from their starting points in all subjects.
- Current school data for the end of Key Stage 1 show below average standards in reading and mathematics and just below average standards in writing. However, the data also show that pupils have accelerated their progress by above a year in writing and almost a year in reading.
- In mathematics, current school data and work in pupils' books shows that pupils' attainment remains below average. However, this represents a significant acceleration in their rate of progress, particularly over the last year since these pupils were at the end of Key Stage 1.
- Pupils make good progress in reading because the teaching of reading is well organised and all staff are well trained in teaching phonics. The new library books are much appreciated by pupils and contribute well to their love of reading.
- The progress of the most-able pupils is now good in reading and writing across Key Stage 2. Occasionally, however, pupils make slower progress in mathematics when they are not challenged sufficiently or are not given enough opportunities to think more deeply.
- Disabled pupils and those who have special educational needs also make the same good progress because their needs are assessed well and carefully met. In the past, pupils with special educational needs have underachieved because gaining access to specialist services, such as educational psychologists, has been slow.
- Those pupils with behaviour difficulties who attend the off-site unit achieve well.
- The 2014 end of Year 6 national tests showed that the attainment of disadvantaged pupils was behind other pupils nationally by approximately one term in reading and writing, and one year in mathematics. The gap between the attainment of disadvantaged pupils and other pupils in the school has closed rapidly in recent years; in 2014, there was hardly any gap in reading, writing and mathematics. Disadvantaged pupils make similar progress overall to other pupils nationally.
- The majority of parents who responded on Parent View and to the recent school survey agree that pupils now make good progress.

Early years provision is good

- Almost all children enter the Nursery with skills, knowledge and understanding below those typical for their age. Only a very small minority are at the expected levels for their age in physical development or in reading. Pupils catch up quickly and the majority leave the early years at a good level of development, although the proportions reaching this in reading and writing are somewhat smaller than in other areas.
- Teaching is good in the early years and children make good progress; they are well prepared for Key Stage 1. The outdoor area is not as well developed in promoting children's learning as inside; this means that opportunities are sometimes lost for children to practise skills and play and learn on a larger scale.
- The leadership and management in early years are good. Teamwork is good and children enjoy the exciting activities planned for them by the staff.
- Children feel safe and they behave well. The safety and welfare of the children are always given a high priority. As a result, parents are confident in leaving their children in the care of the staff.
- Partnership with parents is good. Photographs and children's work sent home means that parents can see how well their children are achieving and can contribute to this at home; this contributes well to the good achievement of the children.

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	140023
Local authority	Wakefield
Inspection number	450251

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	Trish Hollies
Headteacher	Duncan Thompson
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01977 722620
Fax number	01977 723597
Email address	headteacher@delacyprimary.net

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