

Micklefield Church of England Voluntary Controlled Primary School

Great North Road, Micklefield, Leeds, West Yorkshire LS25 4AQ

Inspection dates

3 to 4 July 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- The overall effectiveness of the school has declined since the last inspection because of weak leadership and governance over time.
- Leadership has failed to address the areas for improvement from the previous inspection. Capacity for improvement is not secure.
- Progress in reading, writing, mathematics and a wide range of subjects is highly inconsistent across key stages 1 and 2. Consequently, pupils' outcomes are inadequate.
- Teachers' expectations are too low and explanations are unclear. Work set for pupils and teachers' questioning are not challenging. As a result, pupils underachieve considerably.
- The work of teaching assistants does not support good learning and is not checked effectively.
- Pupils' consistently low attendance makes behaviour inadequate.
- Pupils' presentation and handwriting are very variable. Pride in work and attitudes to learning vary and are not good.
- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) underachieve. Funding for these pupils has been used inadequately.
- The curriculum is inadequately taught and ineffectively planned by teachers and leaders.
- In early years, leadership has not ensured that children are challenged well. As a result, very few children exceed expectations.

The school has the following strengths

- The new headteacher and governors have a clear understanding of the significant challenges facing the school. The local authority and the diocese are supporting the school well.
- Pupils' spiritual, moral, social and cultural development is supported well by the school. Pupils have a clear understanding of British values. Parents and carers say that their children are safe and enjoy school.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Rapidly improve the impact of leadership at all levels, including governance, by making sure that:
 - leaders, including middle leaders, check the quality of teaching thoroughly and link it closely to the progress that pupils are making to ensure that both are good
 - high-quality training and support ensure that the quality of teaching and the effectiveness of leadership rapidly improve to be good
 - leaders secure the support of parents to rapidly improve pupils' attendance
 - the curriculum is well taught and planned across a wide range of subjects, including reading, writing and mathematics
 - systems are developed to identify the specific needs of pupils, especially disadvantaged pupils and pupils with SEND
 - teachers are sufficiently skilled to ensure that disadvantaged pupils and pupils with SEND make good progress
 - additional funding for disadvantaged pupils, pupils with SEND and the sports premium is well spent to rapidly improve pupils' progress in subjects and increase their participation in sport.
- Rapidly improve the quality of teaching so that it is at least consistently good and that it enables all groups of pupils to achieve well by ensuring that:
 - staff have high expectations of what pupils can achieve
 - assessment information is used skilfully to plan challenging work for pupils and sequence learning effectively
 - explanations of what pupils are to do and learn are concise and clear so that pupils know precisely what is expected of them to reach expected and high standards
 - skilful questioning engages pupils well and deepens their understanding
 - greater opportunities for pupils to apply their mathematical skills and write at length across a wide range of subjects are available
 - reading resources are matched to pupils' phonics skills and reading skills
 - the teaching of English grammar, punctuation and spelling supports good writing
 - teaching assistants' work is checked and supported by teachers.
- Improve pupils' personal development, behaviour and welfare by ensuring that:

- the attendance of all groups of pupils improves rapidly so that it is at least average
 - the proportion of pupils persistently absent from school swiftly reduces so that learning is not missed and progress accelerates
 - pupils take pride in their work, present work neatly with good handwriting and develop good attitudes to learning
 - teachers develop pupils' independence so pupils contribute fully to learning.
- Improve the provision in early years by making sure that:
- systematic assessment informs precise planning that challenges children to exceed expected standards
 - questioning is used skilfully to develop children's language skills and vocabulary
 - children, especially boys, develop a sustained interest in writing.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Over time, leaders and governors have not been effective in addressing the areas for improvement from the previous inspection. They have been unsuccessful in tackling poor teaching and pupils' underachievement.
- Extra funding for disadvantaged pupils and pupils with SEND has been used ineffectively. Leaders have failed to identify the needs of these pupils and check that staff have the skills to ensure pupils make effective progress. Consequently, these pupils and others underachieve considerably. There is much to do to ensure the school's commitment to equality of opportunity for all.
- Leaders, including middle leaders, have not checked the quality of teaching effectively. This has led to pupils underachieving across a wide range of subjects. Skilful leadership by the current headteacher is not matched by other leaders and this undermines the school's capacity for improvement.
- The curriculum is poorly planned and sequenced. Middle leaders said that there has been insufficient time allocated to teach reading, writing and mathematics effectively. The new headteacher has resolved this but attainment remains low. However, across a wide range of subjects, pupils' work remains weak and there is little emphasis on the development of literacy and numeracy skills.
- The physical education and sports funding has not been spent well. Leaders have not ensured that pupils have access to a wide range of competitive sport. Participation in clubs and activities is inconsistent, especially for younger pupils.
- The new headteacher swiftly, and accurately, assessed the strengths and weaknesses of the school. She has provided an open and honest assessment of the school's effectiveness. She has worked closely with governors, the local authority and the diocese to put a suitable plan in place to improve the school.
- The local authority and the diocese are supporting the new headteacher well. They have brokered support for middle leadership and teaching from other schools. They also provide support themselves. The school is very dependent on this support. Subject leaders are keen to strengthen their skills and are engaging well.
- The spiritual, moral, social and cultural development of pupils is a strength of the school. Pupils learn well about British values through assemblies and educational visits. For example, pupils' knowledge and understanding of justice, democracy, crime and punishment are enhanced by visiting museums and other places of interest.
- The school may not appoint newly qualified teachers because leaders' capacity to support them is not secure.

Governance of the school

- Since the previous inspection, governors have not had a clear understanding of the school's performance and have not challenged leaders thoroughly. Consequently, the school has not been providing an acceptable standard of education for pupils.

Governors have been aware of the allocation of additional government funding for disadvantaged pupils and for pupils with SEND. However, they have not made sure that the funding has had a positive effect on improving pupils' learning and personal development, behaviour and welfare.

- Recently, there have been significant changes to governance, including a new chair of the governing body. Since the appointment of the new headteacher, governors have become well aware of the need for rapid improvement across the school. They have commissioned external reviews of the school's work to make sure they have an independent view of the school.
- Governors have had their work reviewed and have taken robust action to improve their contribution to leadership. There is much more challenge and support for leadership. Governors visit the school to check the effect that leaders are having on improving the school. Although it is early days, there are some signs of improvement, but there is still a considerable way to go to ensure that pupils are receiving an acceptable standard of education.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have made sure that there is a clear ethos across the school that sets the safety of pupils as a priority. Staff are well trained, vigilant and know what to do if they have any concerns about pupils' welfare. External agencies and parents are effectively engaged to support the most vulnerable pupils. Online systems help leaders to recognise any early signs of safeguarding issues arising, and they act on them to keep pupils safe.
- Governors review the school's safeguarding processes and check that systems are fit for purpose. They have had an external audit of safeguarding to make sure they are fulfilling their duties. Governors receive regular reports about safeguarding. They make sure recruitment checks are made to ensure that staff are suitable to work in schools. These checks are recorded thoroughly.

Quality of teaching, learning and assessment

Inadequate

- Across key stages 1 and 2, the overall quality of teaching is weak. Since the previous inspection, leadership has not provided sufficient support and challenge for the quality of teaching to be effective.
- Teachers' expectations of what pupils are capable of achieving are too low. Work set does not match the needs and abilities of pupils, including disadvantaged pupils and those with SEND. Work set is not challenging enough to help pupils make good progress. Work is assessed regularly and pupils respond to improve their work. However, the lack of challenge is not helping pupils to close significant gaps in learning.
- Teachers' explanations are not clear, leaving pupils unsure about what to do. They are uncertain about the standard of work that is required as teachers do not make it clear. Therefore, the quality of pupils' work is very variable, as is the progress that they

make.

- The questioning skills of teachers and teaching assistants are underdeveloped. Pupils are not engaged well by the questions that are asked and, too often, they are not asked to think deeply about what is being learned. Occasionally, questioning is skilful, well-pitched and engages pupils fully in learning.
- Learning is not sequenced effectively in a wide range of subjects, including reading, writing and mathematics. Reading resources are not well matched to pupils' reading skills and this slows their progress. Pupils spend too much time correcting basic errors in grammar, punctuation and spelling and this slows the development of their writing skills. Poor presentation and poor number skills have a negative impact on the quality of mathematics.
- An analysis of pupils' work showed exceptionally few opportunities for pupils to apply and reinforce their mathematical skills in a range of subjects. Also, there are too few opportunities for pupils to write at length in subjects other than English. Pupils' work in science, history and geography is exceptionally weak.
- The work of teaching assistants is very variable and is not making a good contribution to pupils' learning. Their work is not managed consistently well by teachers.
- Since the arrival of the new headteacher, there are some signs of teaching improving because of external support and professional development. There are examples of pupils' work being assessed well, with challenging work being set for pupils to make better progress than in the past. However, this remains highly variable across the school.
- Good relationships and mutual respect exist between pupils and adults. This helps lessons to flow smoothly.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not consistently take pride in their work in order to contribute to better progress in learning. Pupils' presentation is very variable and their care with spelling, grammar and handwriting is not good. Overall, pupils are not contributing strongly to their learning.
- Pupils respond well to instructions in class and do as they are asked. However, they are too dependent on adults telling them when to move on to more challenging tasks.
- Pupils are pleasant, polite and courteous, exhibiting good manners and respect. They are proud of their school and say they are safe in school.
- Visitors, such as the fire brigade and NSPCC, contribute well to pupils' understanding of how to stay safe. Assemblies and personal, social and health education contribute well to pupils' understanding of how to stay safe when using the internet.
- Pupils say that bullying is rare and school records confirm this. They are confident that

adults do not tolerate bullying and resolve any occurrences. Pupils say that members of staff act on their concerns posted in the 'worry monsters'. They say that their 'worries are eaten up'.

- Pupils support charitable work. For example, they have collected money to support the development of a school in Tanzania. Pupils have a good understanding of British values. They are usually tolerant and respectful to each other and to the adults who work with them.
- Parents and staff are confident that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils' attendance has been low for several years and remains low this year. Far too many pupils, including disadvantaged pupils, have been regularly absent from school, and this is still the case. Such high absenteeism has a detrimental effect on pupils' learning. The school checks the whereabouts of absentees to make sure they are safe.
- Pupils' attitudes to learning vary. In class, there are times when pupils are not attentive and their concentration slips. These attitudes slow learning.
- The school is a calm and welcoming place. Pupils are confident when speaking to visitors. They look after the school environment and it is litter free.
- Pupils conduct themselves well around school. Usually, they socialise well together. Adults resolve occasional disagreements.
- Pupils say they are expected to 'care for everyone and everything with kind actions and kind words' and they 'usually do'.

Outcomes for pupils

Inadequate

- Weak teaching over time has led to pupils underachieving and making inadequate progress in the core subjects of reading, writing, mathematics and a wide range of other subjects. Little progress is made by pupils, including disadvantaged pupils and pupils with SEND.
- Over time, progress in reading, writing and mathematics has been weak by the end of key stage 2, with standards reached being low. By the end of key stage 1, attainment in reading, writing and mathematics has varied considerably over time and was in the bottom 10% of schools in 2018.
- Currently, in key stages 1 and 2, pupils continue to underachieve considerably because of low attainment in core subjects across the school. In some year groups, there are signs of improvement in these subjects but outcomes are highly variable. An analysis of current pupils' work shows significant variations in attainment in reading, writing and mathematics and significant variability across subjects and classes. In other subjects, pupils' outcomes are weak. Work in science, history and geography is especially poor.
- Disadvantaged pupils' attainment has been significantly behind others nationally, and this is still occurring because of the poor progress that they are making. Gaps in

attainment are significantly wide and not diminishing quickly.

- Pupils with SEND make inadequate progress in learning because the quality of teaching does not meet their needs and abilities. There has been poor identification of pupils' learning needs. Teachers and teaching assistants are not skilled in supporting the needs of these pupils.
- By the end of Year 1, the proportion of pupils attaining the expected standard in phonics has varied considerably and has been well below average overall. Pupils are not fluent, confident readers. There are times when reading materials do not match pupils' abilities and this leads to a lack of confidence for younger readers.
- Pupils in key stage 2 are not challenged appropriately to develop their comprehension and vocabulary skills successfully. Currently, school information indicates some improvement in outcomes but inadequacies remain. From 2016 to 2018, the average reading score at the end of key stage 2 was in the bottom 10% of schools.

Early years provision

Requires improvement

- Children joining the provision settle quickly into early years because there are established routines that support children well. Over time, children make expected progress but not good progress. As a result, too few children exceed the early learning goals.
- Children enter early years with skills that are below typical for their age. Over time, a much lower-than-average proportion of children have attained a good level of development by the time they move into Year 1. This year, when external support has been given to leadership, children are making stronger progress and the standards that they are reaching are rising.
- Leaders have not ensured the quality of teaching is consistently good across the provision. Planning is not informed precisely by assessment and this leads to children not being challenged well to exceed learning goals in reading, writing and mathematics.
- There are good examples of questioning that captures children's interests and engage children. Overall, questioning skills vary and this does not ensure strong development of vocabulary and language skills.
- Indoor and outdoor provision is well resourced with a wide range of equipment. Children's physical development is well catered for. A range of equipment outdoors, such as a model boat, gives children opportunities to explore and test out their balancing skills.
- Children cooperate well with each other and the adults in the provision. They are confident when speaking to adults and behave well in the provision.
- The curriculum provides good opportunities for enrichment. During the inspection, children used a training wall to practise their climbing skills safely. Children work well together in the outdoor provision and were engrossed in learning when making fairy potions. However, there are times when boys do not persist well with writing and this slows their skills development.

- Parents take opportunities to contribute to children’s learning. They post photographs onto the school’s online recording system. These show what children are experiencing at home and the visits their parents take them on.
- Children are well looked after and safeguarding is effective in the provision. All the appropriate welfare requirements are in place for early years.

School details

Unique reference number	107992
Local authority	Leeds
Inspection number	10087516

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Suzanne Phillips
Headteacher	Karen Wood
Telephone number	0113 286 9232
Website	www.micklefieldprimary.org.uk/
Email address	office@micklefieldceprimary.co.uk
Date of previous inspection	19 to 20 April 2017

Information about this school

- The school is much smaller than the average-sized primary school. The school caters for boys and girls, aged two to 11 years of age.
- The proportion of disadvantaged pupils supported through the pupil premium is average.
- Almost all pupils are White British. Exceptionally few pupils speak English as an additional language.
- One in ten pupils has support for SEND. This is average.
- Children start early years in the school's two-year-old provision, attending each morning. Children attend part-time in Nursery and full-time in Reception.
- The headteacher took up post on 7 January 2019. The previous chair of the governing body is now the vice-chair and a new chair took up post in May 2019.

- The school's religious character is Church of England and is part of the Diocese of York. The last section 48 inspection took place in April 2016.

Information about this inspection

- The inspector observed a range of teaching and learning throughout the school. The inspector and headteacher observed sessions jointly.
- During the two days of the inspection, the inspector spoke with pupils, both individually and in groups, about learning and safety. He also spoke with several parents.
- The inspector reviewed pupils' work in lessons and analysed samples of work in pupils' books. He listened to some pupils reading.
- The inspector held a meeting with members of the governing body. A meeting was held with a representative of the diocese and a representative of the local authority.
- The inspector held meetings with senior leaders and middle leaders.
- The inspector looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. He read external reviews of the school's work by independent consultants as well as the local authority and the diocese.
- The inspector considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- The inspector analysed the 17 responses to Ofsted's online questionnaire for parents, Parent View. He also considered 18 responses to Ofsted's staff questionnaire.

Inspection team

Jim McGrath, lead inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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