

Lawns Park Primary School

Inspection report

Unique Reference Number	107973
Local authority	Leeds
Inspection number	377680
Inspection dates	6–7 February 2012
Lead inspector	Jane Hughes

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Stephen Clark
Headteacher	Rebecca Ford
Date of previous school inspection	18 October 2006
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Introduction

Inspection team

Jane Hughes
Jonathon Yodaiken
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They spent six hours observing the teaching of eight teachers in 12 lessons or part lessons, of which two were joint observations with senior leaders. In addition, the inspection team made short visits to a few support lessons where specialist help is provided by trained assistants. Meetings were held with three groups of pupils, members of the governing body and school staff, including senior and middle managers. The inspectors observed the school's work and looked at a number of documents, including the school's improvement plan, safeguarding and child protection policies, attainment data and assessment information and minutes of governing body meetings. They listened to pupils read and looked at pupils' work. Inspectors analysed 98 parental and carers' questionnaires and others completed by pupils and staff.

Information about the school

This school is of average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is average. Most pupils are from White British backgrounds and few are at the early stages of learning English as an additional language. The percentage of disabled pupils and those who have special educational needs is average. The school does not meet the current floor standard. The school has achieved several awards including Stephen Lawrence, Inclusion Charter Mark, Healthy School status and Investors in Pupils.

There is a daily breakfast club run by the governing body. The school hosts the hub children's centre for the Farnley reach area. This is led by a joint collaboration committee that is separate from the school's governing body. Inspections of the school and children's centre were coordinated. They are the subject of separate inspection reports.

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

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. Pupils, including those with special educational needs and those with disabilities, achieve satisfactorily. They make steady progress in their learning from typically expected starting points. Attainment is average in communication, reading and writing by Year 6. Girls tend to outperform boys. Attainment in mathematics, although still broadly average, is lower. Children in the Early Years Foundation Stage learn and develop well.
- The quality of teaching is satisfactory. Although most teaching seen during the inspection was good or better, over time the quality of teaching has been more variable. The leadership has acted to develop weaker elements within the teaching. This is successfully addressing the pockets of slower progress seen previously in some year groups. Some lingering inconsistencies, particularly in adults' expectations of pupils and in the quality of the marking of pupils' work prevent teaching from being securely good or better.
- Pupils' behaviour and safety are good. Pupils enjoy school and say they feel safe here. The large majority of parents and carers confirm that any instances of poor behaviour are dealt with effectively. Adults provide positive role models for pupils in terms of behaviour and safety. Pupils' attendance is average.
- Leadership and management are satisfactory. Senior leaders bring complementary skills to the leadership team. They, along with the governing body, are committed to improving pupils' outcomes. They accurately identify the school's strengths and weaknesses even though school self-evaluation lacks the close analysis given to data when judging school performance over time. The focus during lesson observations does not always centre sufficiently on pupils' learning outcomes. Current data show that pupils' attainment is rising and progress is accelerating. However, these improvements have yet to be sustained. A highly inclusive approach attracts pupils with a range of specific individual needs. Support and guidance for pupils are strong.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better in order to raise attainment and accelerate pupils' progress, particularly in mathematics, by:
 - setting higher expectations and planning sufficiently challenging activities for pupils
 - providing even more opportunities that encourage boys to engage readily in their learning
 - developing increased consistency in the guidance teachers provide to pupils about how well they are working and how to improve the standard and the presentation of their work
 - building even more effectively throughout Years 1 to 6 on the strong skills children develop in the Early Years Foundation Stage.
- Develop further the impact of leadership and management by:
 - establishing within the school's current self-evaluation a more precise view of the school's performance over time
 - increasing the focus on how well pupils learn in lessons when monitoring the quality of teaching.

Main Report

Achievement of pupils

Children make strong progress through the Early Years Foundation Stage. For the past three years, the proportion of children achieving a good level of development by Year 1 far exceeded the national average. This much stronger performance in this key stage is now being reflected in the higher attainment of pupils by the end of Year 2. In the Early Years Foundation Stage the teaching of linking letters with the sounds they make is generally strong and helps children to acquire very effective early reading skills. Children practise sounding out each part of a new word and then blend these individual sounds together well.

By the end of Key Stage 1, pupils' reading skills are average and are rising. Pupils' attainment overall in communication, reading, writing and mathematics is average by the end of Year 6. Improving skills among the younger children have yet to impact on the school's final outcomes. The predicted dip in 2011 reflected the particular characteristics of that cohort. Unvalidated data for 2011 and pupils' current work show that, within a rapidly improving picture, pupils' attainment in mathematics is still lower than in communication, reading and writing. Pupils' current work and the school's extensive assessment data show that pupils are on track to attain close to, and possibly exceed, the current national average in 2012. Any gaps in performance are narrowing, in comparison with pupils nationally. The school still has a keen focus on improving boys' performance when compared to girls.

The overwhelming majority of parents and carers who returned the inspection questionnaire say that their children make good progress whatever their individual needs. Inspection findings show that, although pupils now usually learn well in lessons, over time their progress is satisfactory. This is because some activities set

and the expectations of teachers vary in terms of the levels of challenge they present. In just over half the lessons observed, pupils made good or better progress. Pupils volunteer answers readily in lessons and thoroughly enjoy drama and role play. The school is aware of pupils' interests and increasingly uses these to help engage pupils better in their learning and to narrow gaps in performance between genders. At times, boys' interest still wanes in some lessons and boys do not take as much learning from these lessons as girls. This is particularly apparent at times when teachers talk for too long or activities lack a practical focus. Pupils' handwriting and the presentation of their work in books are often untidy.

Disabled pupils and those with special educational needs learn as well as their peers. Their individual needs are quickly identified and appropriate support programmes put in place. One parent commented, 'My child had small group intervention work. He made good progress and, more importantly, he now feels successful and has more enthusiasm when faced with writing tasks.'

Quality of teaching

Parents, carers and pupils are complimentary about the quality of teaching provided. During the inspection, a mix of satisfactory, good, and some outstanding teaching was observed. In the best lessons, teachers plan imaginative activities that engage pupils fully in their learning. For instance, in a Year 1 English lesson, the teacher planned a highly engaging letter-writing activity based on the story of Jack and the Beanstalk. The more-able pupils wrote high quality letters that included clever sequencing. Pupils with special educational needs progressed equally well as they wrote sentences for their Jack and the Beanstalk map. In Year 5, pupils responded with enthusiasm to a role play activity that developed well their use of adverbs and improved their sequencing skills.

Teachers and teaching assistants work effectively together. Adults use questioning well to check what pupils know, understand and can do. Pupils are encouraged to check their work against their 'steps to success'. Teachers encourage pupils to reflect upon moral issues during philosophy lessons and assemblies. These approaches, along with adults' high expectations of good behaviour, are a positive influence on pupils' moral and social development in particular. When teaching is less successful, inconsistencies creep in. For instance, occasionally teachers talk for too long and others talk over pupils' chatter rather than insisting on silence when they are speaking. More importantly, work set does not consistently provide sufficient challenge to pupils, particularly in mathematics.

Teachers' marking of pupils' work is regular and supportive. The school is developing a new marking system. However, only the best examples of marking provide sufficient detail and modelling by the teacher to clarify how a pupil can improve each piece of work. Teachers do not consistently ensure that pupils pay heed to the development points they are working towards in terms of their basic skills when they work in other subjects. Topics link directly to pupils' interests, although some engage boys less effectively than girls. Pupils' presentation of their work is often untidy, although the school is working on ways to improve this. Teachers provide positive role models as they encourage pupils to work cooperatively and to respect the views of others.

Through half-termly assessments, teachers generate data specific to each pupil. They generally use this information effectively to plan pupils' next learning steps. Regular discussions ensure that the headteacher and staff have a clear overview of pupils' attainment and progress during that period. Additional provision is put in place to meet pupils' individual needs. For example, one-to-one and small group work supports less-able pupils to develop their skills more effectively. Similar, targeted support is provided for pupils with particular gifts and talents.

Behaviour and safety of pupils

Most parents and carers who returned the inspection questionnaire confirm that behaviour is good and that their children are safe. Pupils say that they feel safe in school and that they could approach any adults if they have concerns. They confirm that pupils generally behave well in lessons and around the school. Pupils take good care of each other. For instance, older and younger pupils mix well together during play and lunchtimes. They also offer good levels of support during paired reading activities across year groups. Pupils are familiar with the adults' expectations of their behaviour. Pupils state what they want their class to be like and most follow the simple rules they help to draw up. The school is a harmonious community. There are few instances of homophobic bullying, name-calling or racism. Any rare occurrences are speedily addressed and most parents, carers and pupils express confidence in the school's systems for dealing with bullying and harassment. Pupils know how to keep themselves safe and have a good understanding about internet safety and how to avoid cyber-bullying. Parents and carers of disabled pupils and those with special educational needs are usually delighted with how well their children are nurtured and their needs met. Inspectors concur with parents' and carers' view that behaviour is typically good and that pupils are safe.

Attendance is average and improving. The school works concertedly within the local cluster of schools to encourage all parents and carers to bring their children to school regularly and on time. A good number of pupils attend the school's breakfast club and this sets them up well for the day.

Leadership and management

The headteacher, senior leaders and the governing body provide clear direction for the school. They have an accurate picture of the quality of teaching throughout school, although there is sometimes too little emphasis on learning outcomes for pupils within the monitoring of lessons. The successful emphasis on professional development encourages staff to develop their skills and to share these with colleagues. Effective peer coaching and mentoring is helping to raise the overall quality of teaching. Good partnership work with other organisations ensures that staff gain knowledge and refresh their skills as they observe practice elsewhere. Close liaison with the co-located hub children's centre enables staff to undertake some joint home visits to families in more likely need of support. Leaders have put in place appropriate systems to consolidate rising outcomes for pupils through an improving curriculum and stronger teaching. School self-evaluation is up to date, although the overview of pupils' progress lacks sufficient attention to their overall

achievement throughout their time in school. The school shows that it has satisfactory capacity to improve further.

The governing body offers satisfactory challenge and good support to the school. Senior leaders regularly share information with the governing body. However, some targets set for the school veer from being highly aspirational to easily attainable.

Assessment data are robust and regularly updated for each pupil. Staff are aware of pupils' individual needs and know their circumstances well. This ensures equality of opportunity for pupils regardless of background or need. There is close attention to promoting the performance of boys in particular. This is helping to narrow the gap in their outcomes when compared with girls' performance. Discriminatory practice is not tolerated. The leadership is firmly committed to meeting the needs of all groups of pupils, including pupils with disabilities or pupils with special educational needs. Effective mentoring and support programmes ensure that these pupils learn as well as their peers.

The curriculum is satisfactory. It is broad, balanced and supports pupils' satisfactory achievement. Investigations and whole-school challenge weeks are engaging pupils more successfully in their learning. Pupils' spiritual, moral, social and cultural development is satisfactory overall. There are particular strengths in pupils' ability to relate well to others and to accept differences of background and belief. This is furthered by pupils' work linked to the Stephen Lawrence award.

There are good lines of communication between home and school. The opinions of parents and carers are sought and acted upon. The very large majority of parents and carers who returned the inspection questionnaire confirm that they would recommend the school to others. Parents and carers say they feel well informed of their children's progress.

The school meets requirements with regard to safeguarding. Staff identify risks and pupils are effectively helped to recognise potential hazards.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 February 2012

Dear Pupils

Inspection of Lawns Park Primary School, Leeds LS12 5EX

Thank you for your friendly welcome when we inspected your school. We enjoyed reading your questionnaire replies, listening to your views and looking at your work. I am writing to tell you what we found out.

You told us that you feel safe and happy at school because the adults take good care of you and everyone is kind. We saw all those things too. We were impressed by your good behaviour. We judge that Lawns Park is a satisfactory school. This means that the headteacher, staff and governing body do some things well but other things can improve. All the adults help children in the Early Years Foundation Stage to get off to a good start with their learning. Those of you in Years 1 to 6 make satisfactory progress through the school.

Part of our job is to see what your school could do better. We have asked all the staff, leaders and governing body to help you reach higher levels in your work, particularly in mathematics, and for you to make faster progress. We have also asked the senior leaders to make sure they have a really clear overview of how well you are doing during the whole of the time you are in school. You can all help by carefully reading all the comments your teachers write about your work and trying hard to remember this guidance. Boys have an extra challenge to try even harder to do as well as the girls! Please also try hard to present your work neatly and to take care with your handwriting.

We send you our very best wishes for the future.

Yours sincerely

Jane Hughes
Lead inspector

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