

# Fountain Primary School

## Inspection report

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<b>Unique Reference Number</b>	134973
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	366224
<b>Inspection dates</b>	14–15 July 2011
<b>Reporting inspector</b>	Gillian Salter-Smith

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	435
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Fiona Walker
<b>Headteacher</b>	Mr Andrew Eastwood
<b>Date of previous school inspection</b>	21 January 2010
<b>School address</b>	Fountain Street Morley, Leeds West Yorkshire LS27 0AW
<b>Telephone number</b>	0113 386 2440
<b>Fax number</b>	0113 289 7634
<b>Email address</b>	eastwoa02@leedslearning.net

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## Introduction

This inspection was carried out at no notice by two additional inspectors. The inspectors visited 17 lessons, and held meetings with members of the governing body, staff, pupils and the local authority school improvement adviser. They observed the school's work, and documents scrutinised included information on pupils' attainment and progress; the school improvement plan; the headteacher's reports to the governing body and the joint review group; and policies relating to safeguarding, the curriculum, equal opportunities and tackling racial discrimination, and community cohesion.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress and attainment of pupils was scrutinised to establish whether improvements made are significant and widespread enough to be sustained.
- The impact of teaching and assessment on pupils' learning was looked for in lessons and written work to determine whether progress is at least satisfactory.
- Recent figures for attendance were scrutinised to determine whether improvement has continued and good attendance is encouraged effectively.
- The curriculum was looked at closely in order to ascertain how well it supports academic progress and personal development.
- Inspectors looked carefully at how leaders across the school, including the governing body, have worked to bring about improvement and whether there is sufficient capacity among leaders to enable improvements to be sustained.

## Information about the school

Fountain Primary is much larger than the average-sized primary school. An above average proportion of pupils is known to be eligible for free school meals. The vast majority of pupils are from White British backgrounds. The proportion of pupils identified with special educational needs and/or disabilities is well below average whilst the proportion with a statement of special educational needs is below average. There have been many changes in the leadership team and staffing since the previous inspection in January 2010. The school has an Active Mark award.

At its previous inspection in January 2010, Fountain Primary was judged to require special measures because it did not provide an adequate education for its pupils and the persons responsible for leading, managing or governing the school were not demonstrating the capacity to secure the necessary improvements.

Fountain Out-of-School Club Limited operates from the school premises as a private enterprise. It provides care for children before and after school and during some holiday periods. This provision is inspected separately and reports will be found on the Ofsted website.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Significant progress has been made in resolving the issues raised in the previous inspection and the school now provides its pupils with a satisfactory education.

Fountain Primary School is improving rapidly. A strong drive for improvement, clarity of purpose and a determination to succeed have underpinned the work of leaders, staff and the governing body. The headteacher's enthusiasm and very clear focus on raising pupils' achievement have been fully supported by the governing body and staff, and have been successful in establishing a culture of high aspiration and enjoyment of learning. Rigorous systems to monitor pupils' progress and the impact of provision have ensured that leaders have an accurate understanding of the strengths and weaknesses in the school's performance and that planning is well focused on the right priorities. Good partnerships with local schools and the local authority have resulted in well-focused effective professional development. As a result almost all aspects of the school have improved demonstrating the school's good capacity to improve further. Alongside the drive for improved academic achievement the importance of providing a welcoming and safe environment has been a further priority. Consequently, pupils, including those whose circumstances make them more vulnerable, are cared for and supported well so that pupils feel safe and happy in school. They behave well and enjoy the exciting activities the school offers. Pupils make a good contribution to the school community, for example through the work they do to produce beautiful displays of flowers in the school grounds that are entered as part of local and county 'In Bloom' competitions. The community cohesion policy is not yet fully-implemented. Pupils participate in many activities alongside a wide range of different groups within the local community but there are fewer opportunities for pupils to engage with people from the wider United Kingdom and international communities. Parents and carers are pleased with the improvements that have been made in the school. They feel welcomed into the school and are working in effective partnership with the school to support their children's learning.

The improved curriculum, teaching and use of assessment are now at least satisfactory and supporting rising attainment and accelerating progress across the school. Pupils make a good start in the Early Years Foundation Stage. They make satisfactory progress in Key Stages 1 and 2 and the large majority reaches the attainment expected for their age. There are still too few pupils reaching above-average levels at Year 6 and Year 2 and attainment is generally weaker in writing compared with reading and mathematics. Although teaching and learning in the majority of lessons are good, inconsistencies remain especially in the helpfulness of teachers' marking and the way targets are used to support pupils' learning.

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Up to 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.

## What does the school need to do to improve further?

- Raise attainment and accelerate progress further especially in writing by:
  - - increasing the number of pupils working above age-related expectations so that the proportions gaining Level 5 by the end of Year 6 and Level 3 by the end of Year 2 are at least in line with national averages by summer 2012 in all subjects
  - - improving pupils' handwriting, spelling and presentation of their work.
- Improve the consistency of teaching and assessment so that they are at least good in the vast majority of lessons by:
  - - ensuring that teachers' marking of pupils' work consistently identifies how well pupils are doing and what they need to do to improve
  - - using individual and group targets for learning and criteria for success in lessons more frequently and constructively to guide learning, particularly for more-able pupils.
- Improve the effectiveness of the community cohesion policy by:
  - - providing more opportunities for pupils to engage with communities different from their own in the United Kingdom and internationally.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils say they enjoy learning because teachers are friendly, and exciting activities, trips and visitors make learning fun. Pupils apply themselves to tasks and are well-motivated so that they are able to work productively without direct supervision. They enjoy working in pairs and groups and benefit from well-structured discussion with each other. The school's focus on improving pupils' learning skills through the 'Skills for Success' programme has helped many pupils to become more confident learners. Occasionally, however, pupils lose confidence when tasks are not well-matched to their ability and starting points. Most pupils take care to present their work well but there remains too much variation in the quality of handwriting, spelling and presentation.

Children's skills and knowledge are in line with expectations for their age when they start school. Progress is more rapid in Early Years Foundation Stage, and in Years 1, 2 and 3 than in other year groups. Attainment at the end of Year 2 and Year 6 has increased significantly this year, especially in mathematics which has been a focus for school improvement. Challenging targets were not met in Year 6 because these pupils are still catching up on previous significant underachievement. Girls and boys make progress at a similar rate and pupils known to be eligible for free school meals make similar progress to that of their peers. Pupils with special educational needs and/or disabilities make satisfactory progress. Learning needs are identified quickly and support is well targeted towards individuals.

Pupils' enjoyment of school is reflected in their improved attendance and targets for attendance have been met. Pupils know how to keep themselves safe, including when using modern technology. Pupils know that they should eat healthily and take plenty of

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exercise. However, the uptake of the healthy school meals provided is low. There are good opportunities for physical activity and play at breaktimes and the number taking part in extra-curricular sporting activities is increasing. Pupils develop enterprise skills through projects such as the profitable Year 6 cafe and Year 5 restaurant, and they apply basic skills satisfactorily across a range of contexts. Pupils have a good sense of what is right and wrong both in their own behaviour and in a wider social context. They co-operate well and develop good social skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Relationships between staff and pupils are supportive so that pupils are settled and productive in lessons. Teachers' subject knowledge is secure so that explanations are clear and questioning helps to deepen knowledge and understanding. In most lessons, a good range of challenging, relevant activities engage pupils. In a Year 3 literacy lesson, pupils enjoyed looking at how recipes are written alongside making tasty cakes. They used what they knew about 'imperative verbs' and writing instructions to write an imaginative recipe for a magic spell confidently. In a few lessons, the pace of learning is slower because pupils sit for too long listening to the teacher. Teaching assistants are well-deployed to support target groups, including the more-able. Teachers assess pupils' progress carefully and usually take account of prior learning. Consequently, in most lessons tasks are well-matched to differing abilities. Occasionally, tasks are over-challenging for pupils. Clear

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criteria for success are shared with pupils helping to guide their progress. Increasingly, these help pupils to reflect on their success and guide what they need to do next. However, criteria for success are not always used with enough precision to ensure that more-able pupils fully understand what is expected of them, especially in writing. Pupils' individual and group targets for literacy and numeracy are not always at the forefront of pupils' thinking or used constructively by teachers. Though not yet consistent across all classes, the best marking is constructive, sets out the next steps in learning and there is a supportive dialogue between teachers and pupils.

Effective partnership with local schools has helped to devise a curriculum planned around activities and themes that excite and engage pupils and at the same time plans for progression in the basic skills of literacy, numeracy and information and communication technology (ICT). As a result, pupils are better motivated and enjoy learning and progress is accelerating. Pupils in Year 6 were totally engrossed in the work they did on films and produced some very good films of their own using a wide range of technology competently. The curriculum is well-matched to most pupils' needs. The school's recent focus on increasing challenge and stretching more-able pupils is seen in many lessons but has not yet resulted in enough pupils reaching above-average levels of attainment. The range of extra-curricular activities is improving supporting pupils' interests and personal development satisfactorily.

Pupils feel well cared for and supported by staff. Case studies show that learning mentors and staff work in good partnership with local agencies to support pupils whose circumstances make them more vulnerable, helping these pupils to attend more regularly, enjoy school and make progress. Close monitoring of pupils' progress and early intervention and support for pupils at risk of underperformance is helping to accelerate progress. Attendance is monitored closely and good attendance is encouraged successfully. Good arrangements are in place to support pupils when they transfer from the Reception class to the main school and from Year 6 to the secondary schools.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher has maintained stability, a common sense of purpose and high expectations through a period of significant change in the leadership team and staffing since the previous inspection. Leadership and staffing have been strengthened and are contributing strongly to school improvement. Teachers are held to account for pupils' progress and weaknesses in teaching are identified quickly. Effective mentoring, coaching and sharing of good practice, sometimes in partnership with local schools, has led to

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improved teaching and learning. There is no longer a reliance on external support to secure improvements and well-focused professional development is often led by school staff.

New personnel and training have strengthened the skills of the governing body in holding the school to account. The governing body questions data on pupils' progress rigorously and knowledgeably. Well-focused visits enable members of the governing body to understand the school first-hand. The governing body has worked effectively with the local authority to monitor the progress of the school against the action plan helping to maintain the momentum of improvement.

The governing body ensures that arrangements to safeguard pupils are securely in place. Checks on staffing fully meet statutory requirements. Thorough attention is paid to all aspects of child protection and risk assessment. Staff and members of the governing body are well-trained and kept up to date. The school is effective in providing equality of opportunity. Good practice in tackling racial discrimination is adopted. Rigorous monitoring of the progress of different groups is helping to close the gaps, although more-able pupils are not all reaching their full potential. The school is a cohesive community with pupils from different backgrounds and heritages playing and working happily together. The curriculum gives pupils knowledge of people from different cultures and backgrounds but they have limited opportunities to engage with wider United Kingdom and international communities. Since the previous inspection the school has successfully reduced a significant deficit and the budget is now balanced.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes so that by the end of Reception the vast majority of children gain skills and knowledge expected for their age.



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Increasingly, children exceed these expectations. Children are happy and settled into routines. They are enthusiastic and enjoy being busy. They show good concentration and skill when they paint sunflowers in the style of Van Gogh and when they use a plasma screen to write a postcard from a 'journey' they are making. Opportunities for children to choose their own activities are well balanced alongside tasks led by adults. There is a good focus on developing early reading skills through teaching the links between letters and sounds systematically. Teaching staff support and extend pupils' learning well in taught literacy and numeracy sessions. Indoor provision is well organised to support learning. The recently-developed outdoor area is extending opportunities for imaginative play although there is scope to provide greater challenge in some areas such as the sand area and the investigative corner. Relationships between teaching assistants and children are positive and supportive. However, interventions do not always fully exploit the learning opportunities during role play to extend speaking and listening skills and vocabulary. Assessment is accurate and used to plan challenging activities. Individual learning journals give a comprehensive picture of progress and children enjoy looking through them. Leaders have an accurate view of the strengths and priorities for improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

An inspector sought the views of around 20 parents and carers who attended a celebration assembly and inspectors reviewed the school's survey of parents' and carers' views. Parents and carers are very appreciative of the improvements that have been made in the school. They consider that:

- there is much better communication with parents and carers
- the school keeps their children safe
- homework is better and they feel involved in their children's learning
- behaviour is good
- the improved range of extra-curricular activities is pleasing but they would like to see more.

The evidence found by inspectors supports these views.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



23 June 2011

Dear Pupils

**Inspection of Fountain Primary School, Morley, LS27 0AW**

Thank you for your friendly welcome on the four visits that my colleagues and I have made to your school since July 2010. We have seen your school improve a great deal and it now provides you with a satisfactory education. It no longer needs special measures because the leaders and the governing body have shown that they have the capability and determination to make it an even better school for you.

Children in the Nursery and Reception classes have a good start and they enjoy being busy. In Years 1 to 6, most of you make at least satisfactory progress in your work and some of you have caught up a great deal from when you were behind. It was good to see you behaving well and enjoying school and lessons. The improved teaching and curriculum are giving you lots of exciting and interesting activities to do and these are helping you to improve your achievement. The staff take good care of you and you told us that you feel safe in school and that there is very little, if any, bullying. The work that many of you have put in to the 'In Bloom' competitions is making a real difference to your school and the local community and you are right to be proud of the wonderful displays of flowers.

In order to make your school even better we have asked your headteacher, leaders and the governing body to:

- improve your attainment and progress even more, especially in writing, by making sure that more of you attain better than average levels in your work
- help you to improve your handwriting, spelling and presentation of your work
- make sure that more lessons are good or better
- make sure that teachers' marking and the targets you are given are always helpful, meaningful and help you to improve.

We have also asked that you have more chances to get to know people from communities across the United Kingdom and the world so that you understand people from backgrounds different from your own.

You can help by continuing to attend regularly and enjoying school and learning.

Yours sincerely

Gillian Salter-Smith

Lead inspector

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