

# Fountain Primary School

Fountain Street, Morley, Leeds, West Yorkshire, LS27 0AW

**Inspection dates** 6–7 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well over time and make good progress in reading, writing and mathematics from their different starting points.
- The quality of teaching is good and there are now examples of outstanding practice.
- Teachers have good relationships with their pupils. They have a thorough knowledge of the subjects they teach and often use resources creatively to support pupils' learning.
- Pupils' behaviour around school is good and their positive attitudes to learning are a significant factor in the good progress they make in their lessons.
- Attendance has improved every year since the time of the last inspection and is now above average.
- Pupils are rarely late for lessons, feel safe and enjoy all that this improving school has to offer.
- The headteacher and senior leaders have worked successfully to drive improvements in the quality of teaching and to raise pupils' achievement.
- There is a strong commitment from all staff, leaders and governors to improve this good school still further.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough to result in all pupils making rapid progress.
- The level of challenge in some lessons is not consistently high enough for all groups of pupils. This limits the progress made by some of the most-able pupils.
- Improvements to pupils' achievement in writing have not been as rapid as improvements in reading and mathematics. As a result, the proportion of pupils exceeding expectations in writing is close to the national average but not above.
- Occasionally, teachers do not check pupils' understanding thoroughly enough during lessons. As a result, those who are capable of more are kept waiting for others to catch up.
- The quality of marking is not consistently outstanding, which limits the progress pupils make in some classes.

## Information about this inspection

- Inspectors observed 25 part-lessons or small-group activities, two of which were conducted jointly with members of the senior leadership team.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils about their work in lessons, looked at books, listened to pupils read and met with a group of pupils from Key Stage 2.
- Inspectors took account of 17 responses to the on-line survey (Parent View) and a recent school survey. Inspectors also spoke with a number of parents during the two days.
- Inspectors took account of the 18 inspection questionnaires returned by members of the school staff.
- Inspectors observed the school’s work, looked at progress data, performance management information, records relating to behaviour and safety, as well as documents relating to safeguarding.

## Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

Michelle Ravey

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils who are known to be eligible for support through the pupil premium is average. The pupil premium is additional government funding provided for children who are looked after, those from service families, and those known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is also below average.
- The proportion of pupils from minority ethnic groups is much lower than average.
- A growing number of pupils are starting at this school at times other than in the Early Years Foundation Stage.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The school is a member of the Aspire Partnership of four local schools.

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

- Increase the proportion of outstanding teaching, by:
  - ensuring tasks are always challenging for all pupils, particularly the most -able, so they make rapid progress from the start of every lesson
  - checking more carefully on pupils' progress through lessons to ensure those who have understood the task move on more quickly.
- Raise achievement in writing still further, to match that of reading and mathematics, by:
  - providing pupils with more opportunities to develop their grammar, punctuation and spelling skills across the curriculum
  - improving consistency in the quality of marking so all pupils benefit from the many examples of best practice seen in the school.

## Inspection judgements

### The achievement of pupils

is good

- The skills which children have when they start the Early Years Foundation Stage can vary from year to year. Generally, children start with skills that are typical for their age but, in some years, these are much lower. However, regardless of their starting points, children settle quickly, enjoy a wide range of well-designed activities and soon make good progress.
- Pupils who did not read as well as expected in Year 1 have been given extra support to catch up. As a result, these pupils now read very well.
- By the end of Key Stage 1, attainment in reading, writing and mathematics has risen since the time of the last inspection and, in 2013, was broadly average. This represents good progress from these pupils' starting points.
- Attainment by the end of Key Stage 2 is also on a rising trend and, in 2013, was broadly average in reading, writing and mathematics. A greater proportion of pupils are now reaching the higher levels by the end of Year 6. This represents good progress from these pupils' different starting points.
- The proportion of pupils making expected progress in reading, writing and mathematics is above average. The proportion of pupils making better-than-expected progress is also above average in reading and mathematics and close to average in writing.
- It is pupils' grammar, punctuation and spelling that are not as strong as the creative aspects of their writing. Across the school, most pupils love to read and enjoy a wide range of literature.
- A growing number of pupils are starting the school at times other than in the Early Years Foundation Stage. For many, their attainment on entry to school is lower than expected. However, they are helped to settle quickly and soon make the same good rate of progress as others.
- The small proportion of pupils from minority ethnic groups is also well supported and they make the same good progress as others in the school.
- Due to carefully structured support, the vast majority of disabled pupils and those with special educational needs achieve well, making good progress; for some, progress is outstanding.
- The pupil premium is used in a variety of ways, for example to provide small group activities or one-to-one support. This is helping pupils known to be eligible for free school meals for example, to make good progress. As a result, their attainment in English and mathematics by the end of Year 6 is only a few months behind where it is expected and this gap continues to narrow. This is one example of the school's commitment to tackle discrimination and provide equality of opportunity for all pupils.

### The quality of teaching

is good

- Teaching is typically good and some is now outstanding. Teachers use what they know of pupils' interests and needs to plan work that captures their imagination, providing purposeful and memorable learning experiences.
- The overwhelming majority of teachers ensure that pupils do not spend too much time sitting and listening, but quickly settle to work which is set at the right level. This effectively helps to develop pupils' independence, as well as their ability to work collaboratively.
- In the very best lessons, teachers have developed an exceptionally positive climate for learning where risk taking is seen as the norm. Pupils are encouraged to 'aim high' and not fear failure 'but learn from it'.
- However, in a small minority of lessons, most-able pupils are provided with the same starting point as others and are not given more appropriately challenging work until later in the lesson.
- In other lessons, some teachers do not always keep a sharp enough eye on those pupils who have clearly understood a task and could be challenged at a higher level. This means that while

pupils make good progress, they are not challenged highly enough for them to achieve outstandingly well.

- The quality of marking can also vary from class to class with most being good. Some is excellent and pupils respond very quickly to the very clear guidance they receive. However, in a minority of classes, while marking recognises pupils' efforts, it offers less in the way of specific guidance. As a result, pupils' progress is not as rapid as in the majority of classes.

### **The behaviour and safety of pupils are good**

- Children in the Early Years Foundation Stage are encouraged to learn and play well together. They benefit from positive relationships established with adults. Children feel safe and secure and soon grow in confidence.
- Pupils' attendance is good and they explain that they are happy and safe at school.
- Pupils are keen to learn and are confident to ask questions and contribute to class discussions. These positive attitudes are a significant factor in the good progress pupils make in lessons.
- Misbehaviour is uncommon and pupils respond quickly if a quiet word is required.
- Pupils have been provided with a range of strategies to keep themselves safe and understand, for example, the safe use of the internet.
- Pupils are well aware of the different forms of bullying, but say that while it once was more common it is now exceptionally rare. Indeed, well-kept school records confirm that incidents are now very rare and always well managed.
- Playtimes and lunchtimes are happy occasions and well-structured opportunities are available to keep pupils happily entertained. Pupils with particular behavioural needs are supported to manage their own behaviour well. All parents who responded to the on-line questionnaire say their children are safe and happy at school.

### **The leadership and management are good**

- The headteacher and senior leaders have worked successfully to drive improvements in the quality of teaching and to raise pupils' achievements. There is a strong determination, shared by all staff, to build upon this success to bring further improvements.
- The headteacher's systems for managing staff performance are exceptionally effective and have been the driving force behind improvements to the quality of teaching. The school has set clear expectations for those staff on a higher salary, and pay progression is not automatic.
- Leaders have a clear understanding of what is working well and what needs to improve further. This accurate assessment ensures that school development plans are focused on the correct priorities. They recognise for example, that while pupils have been provided with a wide range of opportunities to develop their creative writing skills across the curriculum, more can now be done to develop further these opportunities to improve pupils' grammar, punctuation and spelling skills.
- Leaders are also making further improvements to the way pupils' progress is tracked and their attainment is measured. This system helps teachers to plan appropriate work, and leaders to deploy resources to good effect.
- Leaders have built effective links with local schools. The local authority now offers only light-touch support for this good school and appreciates the support leaders provide to other schools.
- The school offers a broad and rich curriculum. Pupils enjoy the many extra-curricular clubs and residential visits. Appropriate plans are currently being implemented to use the new primary sports funding to support further the school's sporting success.
- **The governance of the school:**
  - Governors share the commitment of senior leaders in driving further improvements within this good school. They are skilled at challenging and supporting the school in equal measure. They are well trained and have a good understanding of the school's performance compared to

other schools nationally. Governors have a good understanding of the quality of teaching and are actively involved in discussions about managing staff performance. Governors pay close attention to the impact of pupil premium funding to ensure value for money. Safeguarding requirements are met.

## 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

<b>Unique reference number</b>	134973
<b>Local authority</b>	Leeds
<b>Inspection number</b>	400156

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

<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>	434
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Walker
<b>Headteacher</b>	Andrew Eastwood
<b>Date of previous school inspection</b>	14 July 2011
<b>Telephone number</b>	0113 386 2440
<b>Fax number</b>	0113 289 7634
<b>Email address</b>	info@fountainprimary.leeds.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

