

Lawns Park Primary School

Chapel Lane, Old Farnley, Leeds, West Yorkshire, LS12 5EX

Inspection dates

3–4 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Good teaching of English and mathematics means that pupils' attainment in these areas has strongly improved in recent years across the year groups. The progress of pupils in both subjects is good over time.
- Leaders have worked effectively to improve the quality of teaching in all areas of the school to bring about stronger attainment and progress of pupils. They have created a curriculum which is rich and diverse and which allows pupils to regularly reinforce key skills in real-life situations. This means pupils are keen to learn and enjoy their classes.
- The behaviour of pupils in lessons is good, as is their safety in school.
- Children in the Early Years Foundation Stage make very strong progress.
- The governors have a detailed and clear understanding of the school's strengths and where improvements are still needed. They challenge and support the leaders in school and can talk at length about the opportunities pupils have to support their spiritual, moral, social and cultural development.
- The school enjoys positive relationships with parents and pupils say they are proud of their school. This is reinforced by the school's strongly improved attendance over the past three years and the pupils' excellent punctuality to school and lessons.

It is not yet an outstanding school because

- Pupils' progress in mathematics is not yet outstanding compared with national figures.
- The progress of the least able pupils is not as strong as the progress of other pupils in the school.
- There is not yet enough outstanding teaching and a small minority of teaching requires improvement in relation to the consistency of support for the least able pupils.
- The teaching of reading in Key Stage 1 requires improvement.
- Behaviour around school does not always match the standard found in class.

Information about this inspection

- Inspectors observed 14 lessons, taught by teachers and teaching assistants.
- The inspectors listened to Year 2 and Year 6 pupils read. They also met with pupils from Key Stage 1 and Key Stage 2. In addition, the inspectors talked informally to parents at the start of school and pupils in the playground at break time. The work in pupils' books was also looked at closely.
- Discussions were held with the headteacher and middle leaders, members of the governing body and a representative from the local authority.
- The inspectors considered the views of parents from the online survey, Parent View, to which 15 responded. Inspectors also looked at recent surveys completed by parents to which the majority of parents responded.
- The views of teaching and non-teaching staff, which were expressed in 14 responses to their questionnaire were considered.
- A range of documentation was examined including information on safeguarding, the performance of staff, progress and attainment of pupils, the school's views of its own performance and plans for improvement, attendance records, behavioural records and the record for monitoring the quality of teaching.

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Susan Davis

Seconded Inspector

Full report

Information about this school

- Lawns Park is an average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils for whom English is an additional language.
- The proportion of disabled pupils, those with a statement of special educational needs and those who need extra support at school action plus is above average. The proportion of pupils who need extra support at school action is below average.
- The proportion of pupils for whom the school receives pupil-premium funding (additional in this school for pupils who are eligible for free school meals or are looked after) is above average.
- The school meets the government's current floor standards which set 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?

- Ensure teaching is consistently good and more is outstanding to further improve the pupils' progress, particularly the progress of the least able pupils by:
 - ensuring that all lessons include tasks which closely match the needs of all pupils, particularly the least able, and that support is given to these pupils to help them take part in all elements of the lesson so they can move their learning on
 - ensuring that teachers consistently and regularly check pupils' understanding of what they learn and use this information to move their learning on or to reinforce key points where there are gaps in their knowledge and understanding.
- Ensure that pupils in Key Stage 1 have a good understanding of letters and sounds so that they can move forward in their reading and have more opportunities to develop a passion for reading by:
 - improving the teaching of letters and sounds so that the outcomes for pupils in the phonics check are stronger, pupils are better prepared for the next stage of their learning and they can read a wider variety of books
 - improving and updating the resources in the library.
- Ensure that the high expectations of behaviour seen in classrooms are mirrored in the other areas of school by:
 - ensuring all staff, including those supervising at lunch and break times, implement the school's behaviour systems on a consistent basis
 - increasing the pupils' access to playground equipment at break times so they are properly occupied and engaged during these times.

Inspection judgements

The achievement of pupils is good

- From their starting points in the school, where children enter the nursery with skills and abilities which are generally typical for their age, pupils make good progress by the time they leave the school at the end of Year 6. More recently, the attainment of pupils at Key Stage 1 and Key Stage 2 has risen and is now above national averages for both English and mathematics. Equally, there has been rapid improvement in the pupils' levels of progress in English and mathematics in the last two years.
- The progress of the least able pupils is not as strong as their peers and this was evident in the pupils' outcomes as well as in the progress of pupils observed in lessons. The least able account for a very small proportion of the pupils and their progress is different from the outcomes of pupils who are disabled or have a statement for special educational needs.
- The standards of pupils' reading, writing and mathematics have improved in recent years and are now above average with particular strengths seen in writing and mathematics. This reflects a much improved picture of attainment in the school at Key Stage 1.
- Attainment in reading is also above average but not as strong as in writing and mathematics. This discrepancy relates to the proportion of pupils passing the phonics check in Year 1, which is below average. The impact of this is that a slightly higher than average proportion of pupils are not ready for their next stage of learning in reading and need further support in Year 2 and Key Stage 2.
- As a result, some younger pupils are not reading as widely as pupils of their age nationally. However, this issue is resolved during the pupils' time in Key Stage 2 because reading opportunities are such that their progress in this area improves.
- Children in the Early Years Foundation Stage make very strong progress and from their broadly average starting points. A very high proportion enter Year 1 with good levels of development. Children are given every opportunity to develop their skills in a variety of ways with equally strong indoor and outdoor provision. Progress is supported by the fact children are regularly given the chance to choose how they wish to learn and this variety and freedom, observed and facilitated by adults, mean that children are keen to learn and show strong development.
- The pupils eligible for pupil-premium funding make progress in line with other pupils and some make progress which is outstanding over their time in Key Stage 2. Their attainment is in line with their peers in school and the gaps between the two groups' progress and attainment are smaller than the average nationally and are narrowing year on year. This is also the case for pupils who are disabled or have a statement for special educational needs. There are no significant differences between the performances of boys and girls.

The quality of teaching is good

- Over time, the large majority of teaching is good and some is outstanding, although a small minority of teaching requires improvement. This is evident from the observations made during the inspection and the close scrutiny of pupils' work.
- In the best lessons, teachers are very clear about what pupils will learn and have high expectations of what pupils can achieve. Accordingly, teachers plan lessons where activities match the needs of pupils well and this generates a lot of enthusiasm and participation from the pupils.
- This is seen particularly in the challenge for the most able pupils in lessons, where the pace of learning is appropriate to stretch the pupils and the teachers regularly set more complex work. However, at times, the planning of activities for the least able pupils is not appropriate and teachers move learning on too quickly, preventing these pupils from fully understanding the work, who can then lose focus.
- In the strongest teaching, teachers very regularly gauge how well pupils have understood the

learning and use this information to move learning to the next stage. However, there is some inconsistency in this practice and evidence of teaching which does not take into account the response from the least able pupils and their need for further reinforcement. This leads to some confusion for these pupils and prevents them from progressing as well as others.

- When inspectors looked at a wide range of books, marking by teachers and their written feedback were very strong and useful for the pupils in helping them to know what they had done well and what they could do to further improve their work. Marking was done sensitively and teachers implemented the school's policy consistently, with the result that all pupils used feedback well and mostly responded appropriately.
- The teaching of letters and sounds is of mixed quality. The strengths come from the fact that adults work with small groups of pupils and this helps teachers and teaching assistants to cater for the needs of those pupils. Adults use a variety of teaching strategies to check pupils' understanding very regularly and quickly address and correct misconceptions. The use of teaching assistants allows for smaller groups, with pupils who require extra support receiving it. Similarly, pupils who are progressing very fast in their knowledge of letters and sounds are given the chance to stretch themselves by joining older pupils for lessons, as this is more appropriate for their abilities.
- However, there are times in group sessions when their smaller size is not taken advantage of. The planning of sessions does not allow for teaching to be adjusted in line with the pupils' needs, as and when more reinforcement is needed.

The behaviour and safety of pupils are good

- Pupils enjoy their lessons and this is evident across all year groups. They demonstrate very positive attitudes to learning, respond very well to adults' instructions and move smoothly between activities. This is due to the strong teaching and varied curriculum to which pupils are exposed.
- Pupils' behaviour around school is also generally good but does not always match the behaviour in classrooms and this is the reason their behaviour is not outstanding. There is not always enough for pupils to do at break times, although at lunchtimes there is equipment for pupils to use, which they enjoy and leads to consistently sensible behaviour. Equally, the consistent implementation of the behavioural systems, as seen in lessons, is not mirrored by adults who are supervising pupils outside of lessons and there is inconsistency in this area.
- Pupils are proud of their school and they enjoy attending. This is evident in their good attendance, which has improved greatly in recent years and which looks set to continue from this term's information. Similarly, pupils are very punctual to school and when returning from playtime.
- Pupils and staff have a positive view of behaviour. From the surveys undertaken by the school in the last six months, to which the majority of parents responded, there is clear evidence that parents believe their children are happy and safe and that behaviour is good. They are also happy that although bullying does take place, it is rare and dealt with effectively and immediately. Pupils also share this view.
- Pupils say there are no parts in school where they feel unsafe and can talk in detail about how the school rules are needed to ensure they remain safe at all times. For example, pupils in Year 2 talked about the fact that although they do not feel unsafe in any area of school, there are areas that are off limits and there are boundaries which pupils need to respect as this will keep them safe.
- Furthermore, pupils understand the different forms of bullying. Older pupils know that prejudice-based bullying is not acceptable and pupils from Key Stages 1 and 2 were clear on the potential dangers in using the internet and how these can be avoided.
- Pupils talk clearly and in detail about the sanctions in school if rules are broken and know that if poor behaviour persists, the sanctions become more serious. Pupils can also explain the reward system which they like as there are lots of opportunities to earn rewards, with merit assemblies

celebrating pupils' successes on a weekly basis. Additionally, pupils carry out roles of responsibility. For example, older pupils act as buddies to younger pupils, helping them if they have quarrels with their friends or are finding it difficult to join in with games in the playground.

The leadership and management are good

- From a position two years ago, when the pupils' progress was not good enough and standards in English and mathematics were below average in both key stages, the headteacher, with the strong support of the deputy headteacher, has made effective changes to make rapid improvements.
- This has been done by focusing primarily on improving the quality of teaching in the classroom and ensuring there is an increased focus on how well pupils are challenged and their individual needs are met. Equally, the marking of work and the teachers' feedback to pupils have become significant strengths, with the impact that pupils have a strong understanding of how to make further improvements to their work.
- While there are still some areas for further development with regard to outcomes and in terms of strengthening teaching even further, the advances seen in teaching in recent years are impressive, evident in the marked improvement in pupil outcomes.
- The headteacher, with the support of governors and the local authority, has worked hard to identify and eradicate the weakest teaching and as a result, there is no longer inadequate teaching in the school.
- Leaders are aware of the need to improve the quality of teaching and the progress of pupils in the way they learn about letters and sounds. They recognise the importance of the link between this and the pupils' capacity to develop a passion for reading. The school's own development plan shows that they have plans to improve the library resources in school, ensuring there are more modern books and a wider variety of genres and authors to capture the pupils' imagination and increase their enthusiasm for reading for pleasure. The impact of these plans is yet to be fully realised.
- The leadership of the Early Years is a particular strength in the school. The close tracking of individual children leads to teaching which very finely matches their needs. The profiles of the individual children are extremely detailed, specifying children's strengths and where they still need to make improvements as well as their preferred learning styles. These are then taken into consideration as the leaders, teachers and adults in the unit plan children's work.
- Leaders at all levels have an accurate understanding of the provision and have already identified their areas for improvement with detailed plans and changes in school policies to move forward and overcome these issues.
- The curriculum is rich and varied and offers pupils opportunities to learn about life beyond their own experiences. For example, the school has links with a school in South Africa and pupils email one another. Experiences like these are brought into the classroom with pupils writing about their South African friends and how their lives compare and contrast.
- Pupils also have regular opportunities to underpin key skills in different subjects, with particular emphasis on pupils reinforcing their mathematical skills in real-life situations, such as learning negative numbers through recording weather data. Pupils have the opportunity to participate in artistic, sporting and musical activities, such as the school choir, who recently performed in front of other schools in the area.
- School leaders have good systems for managing the performance of staff. Teachers are clearly aware of the link applied between pupils' achievement and salary progression. Targets are set and reviewed annually for teachers and teaching assistants. Staff report that courses are well chosen and they receive good advice for training.
- The new funding for primary sport and physical education has been allocated to provide a wider range of sporting activities, particularly for boys where there were previously fewer opportunities. The school has been conscious of the lack of male sport teachers for the pupils and have used some of the funding to employ a male coach who leads physical education for all

pupils.

- Arrangements for safeguarding pupils meet statutory requirements.
- The local authority has provided useful support and advice. It has offered an objective view where improvements can be seen and where more is still needed.
- **The governance of the school:**
 - The governors are knowledgeable and clearly understand where the school has come from and the particular areas in which the provision has improved. They can explain areas of strength in terms of the pupils' achievement and where more is still needed. They challenge leaders and support the decisions they make, believing strongly that the headteacher, in particular, has good professional judgment.
 - Governors are aware of the quality of teaching in the school and reward good performance based on teachers' success in helping pupils to achieve well. Governors also ensure that there is efficient management of financial resources in the school, including the way in which the pupil-premium funding and the funding for sport and physical education, are used.

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	107973
Local authority	Leeds
Inspection number	425771

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	243
Appropriate authority	The governing body
Chair	Donna Kellett
Headteacher	Rebecca Ford
Date of previous school inspection	6 February 2012
Telephone number	0113 263 7364
Fax number	0113 263 7364
Email address	info@lawnsark.net

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

