

Inspection of Lawns Park Primary School

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

Inspection dates: 3–4 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Lawns Park Primary School (LPPS) is a caring and nurturing school. Pupils show respect and consideration for one another. They learn and play well together. Pupils are safe and say that they feel safe. They say that bullying is rare. If it does happen, staff deal with it quickly and successfully.

Pupils are happy. They say that learning is exciting and that they enjoy reading every day. Books are everywhere! One pupil said, 'I love learning long words.' Pupils' high attendance and positive attitudes reflect the school's vision that 'LPPS leads to Success.'

Pupils learn a wide range of subjects. They love the visits that support their learning. For example, children in early years thoroughly enjoyed recalling their search for the Lawns Park bear on their visit to Nell Bank.

Pupils love learning outdoors. They use the large garden to learn about science. They also grow vegetables and herbs for the very popular cookery club. The wide range of extra-curricular clubs offers something for everyone.

Pupils achieve well in many subjects, but this has not always been the case. Leaders are focused on improving the curriculum to enable pupils to make even better progress and to help younger children in the early years to achieve well.

What does the school do well and what does it need to do better?

The strong leadership team has improved the quality of education since the last inspection. Leaders have changed the way that subjects are taught across the school because pupils were not achieving as well as they should, especially in reading.

Leaders have designed a curriculum that inspires and motivates pupils. It provides them with a range of experiences that take learning beyond the classroom. The curriculum in subjects such as art, geography, history, music, physical education and science is well designed. Learning is organised well. Pupils build their knowledge as they move through the school. The learning of new vocabulary is woven into all aspects of the curriculum.

The teaching of reading, writing and mathematics is now well planned by skilled subject leaders. They support teachers well so that pupils' learning is carefully sequenced across each year group. Teachers use accurate assessments to check what pupils know and understand in these subjects. Teachers' assessment in other subjects is not as strong, but it is improving. Staff carefully tackle any gaps in pupils' previous learning. As a result, pupils know and remember more in English and mathematics.

Pupils remember a lot of relevant knowledge from the topics that they have studied. For example, Year 5 pupils can recall facts about the building of Egyptian pyramids that they learned in Year 3. They can explain how the Mayans played the ancient 'Pok A Tok' ball game. At times, teaching is not precise enough and teachers do not always know when to challenge pupils with more demanding content. This prevents pupils from deepening their knowledge and understanding as well as they could in all subjects.

Leaders are successfully improving the teaching of reading. Previous gaps in reading for older pupils are being tackled well. Teachers are helping pupils to catch up quickly, particularly boys. Reading is now at the heart of what the school does well. This is having a positive impact on all areas of pupils' learning. Staff make reading enjoyable for pupils, including those who attend the breakfast club. Staff and pupils make full use of the bright and inviting library.

The teaching of early reading is strong. As soon as children start school, books surround them. Children in Nursery join in with rhymes and stories and begin to learn letters and sounds. All staff are well trained to teach phonics. Pupils' reading books are well matched to their ability. They use their phonics knowledge well when reading unfamiliar words. Teachers check pupils' progress in reading carefully. Effective support is quickly put in place should any pupil fall behind.

The quality of teaching in Reception has improved since the last inspection. Staff develop children's language well through interesting word studies. For example, children learn to use 'ecstatic' and 'overjoyed' instead of 'happy.' Overall, children make a good start to their education in early years. Some children who are disadvantaged or who have difficulty with speech make slower progress. Leaders are aware that support for these children needs to be strengthened further to ensure that all pupils are well prepared for Year 1.

Leaders ensure that the needs of individual pupils with special educational needs and/or disabilities (SEND), and those pupils who are disadvantaged, are met. Teachers and teaching assistants are well trained to provide suitable resources or different ways of recording work where appropriate. These pupils are encouraged to become independent learners.

Support for pupils' personal development is very effective. Pupils trust staff and know they are there to help. Pupils enjoy having lunch with adults in the lunch club. Pupils relax and talk through any worries they might have.

Staff say that their well-being is a priority for leaders. Staff are proud to work at Lawns Park. They work well together as a team. Leaders and governors are highly ambitious for the school. They put pupils at the heart of all that they do. Leaders are determined to rapidly improve outcomes even further.

Safeguarding

The arrangements for safeguarding are effective.

All procedures and policies are in place to ensure that pupils are kept safe from harm. Rigorous checks are carried out on adults before they start working or volunteering at the school. Staff receive regular training and have a shared understanding that keeping pupils safe is everyone's responsibility. They act swiftly and appropriately when concerns arise.

Staff teach pupils how to stay safe online. Pupils know how to report any concerns they have to adults.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders need to establish effective systems to check that pupils are reaching their full potential in all subjects, particularly at the highest levels. Subject leaders should ensure that teachers check pupils' understanding systematically to improve pupils' learning across the curriculum, particularly in subjects other than reading, writing and mathematics.
- Leaders should continue to strengthen the curriculum in Reception to ensure that the planned learning for disadvantaged pupils and those who have difficulties with speech enables them to make more rapid progress in their communication and language.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	107973
Local authority	Leeds
Inspection number	10121681
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Donna Kellett
Headteacher	Rebecca Ford
Website	www.lawnsark.org.uk
Date of previous inspection	21–22 November 2017

Information about this school

- Several members of staff have been appointed since the previous inspection, including subject leaders, teachers and learning support assistants.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, and with senior and middle leaders, including the special educational needs coordinator.
- The lead inspector met with governors and representatives of the local authority.
- We also looked at a range of policies and documentation related to school improvement planning, including the quality of provision in early years and planning in the wider curriculum across the whole school.
- We looked in depth at the following subjects: early reading, mathematics, science and history. We held discussions with senior leaders and subject leaders with responsibility for those subjects, undertook lesson visits, looked at pupils' work and held discussions with pupils and teachers.

- We looked at safeguarding procedures and records of safeguarding and behaviour. We spoke to staff and pupils to evaluate their understanding of safeguarding procedures and checked pupils' attendance.
- We observed pupils' behaviour in classrooms and around school.
- We also spoke to pupils about their school life and their views on personal development and behaviour. We took account of the 41 responses to Ofsted's pupils' survey.
- We considered the 42 responses made by parents to Parent View, Ofsted's online questionnaire, and the 22 responses to Ofsted's free-text system.
- We met with teachers and took account of the eight responses to Ofsted's survey for staff.

Inspection team

Cathy Morgan, lead inspector

Ofsted Inspector

Heather Mensah

Ofsted Inspector

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