



Parklands Primary School

Inspection Report

Unique Reference Number 107943
Local Authority Leeds
Inspection number 287968
Inspection dates 21–22 February 2007
Reporting inspector Peter Howard

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

Type of school	Primary	School address	Dufton Approach
School category	Community		Leeds
Age range of pupils	3–11		West Yorkshire LS14 6ED
Gender of pupils	Mixed	Telephone number	0113 2930282
Number on roll (school)	256	Fax number	0113 2030586
Appropriate authority	The governing body	Chair	Cllr Graham Hyde
		Headteacher	Mr S Fisher
Date of previous school inspection	4 June 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school serves an area of social housing which is characterised by exceptionally high levels of social and economic deprivation. The proportion of pupils entitled to free school meals is very high. The great majority of pupils are White British and very few are in the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is well above average. The school welcomes pupils from across the city who have moderate learning difficulties and these are taught in two Resourced Provision Units and integrated into school life wherever possible. It also houses a unit for pupils who are in danger of being excluded from their school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Although the school judges overall effectiveness to be good, inspectors find that this is a satisfactory school with some good features. Where the school's judgements differ from those of inspectors, it is because the school focuses too much on its provision, rather than the outcomes for pupils. In the challenging circumstances in which the school is set, the leadership team is most successful in the establishment of a strong commitment among the staff, a caring and inclusive ethos and good personal development of pupils. Pupils enjoy school and are courteous and friendly towards one another. Relationships in school between staff and pupils are good and consequently pupils behave well. The school provides opportunities for pupils to exercise responsibility by undertaking many jobs around school and they respond positively to this, as well as playing a full part in the school council.

On entry to Reception, children's attainment is well below that expected nationally; their skills in language, communication and calculating are particularly weak. In addition, many pupils throughout school experience challenging personal circumstances, which impact adversely on their readiness to learn. Improvements to the teaching of English are contributing to rising standards and progress in that subject. However, standards attained by pupils at the end of Year 6 in English, mathematics and science remain exceptionally low. Given their low starting points and the above average numbers of pupils who enter and leave school during the academic year this represents satisfactory progress and achievement.

The quality of teaching and the curriculum is satisfactory. Teachers and other staff work well together, classrooms are well organised and display is used effectively to promote learning. Teachers do not always use effective strategies to involve pupils actively in their own learning, nor do lessons consistently proceed with enough pace to ensure that sufficient work is covered and that all pupils, particularly the more able, are appropriately challenged. The curriculum is satisfactory and offers a good range of interesting enrichment activities. Good use is made of specialist teaching to raise standards in art and music. While a strong focus on letter sounds is having a positive impact on achievement in English, there is insufficient teaching of the key skills of English and mathematics across all subjects, and this restricts pupils' progress. This is a very caring school which has a calm and welcoming ethos that provides a haven for pupils to develop socially and grow in confidence and self-esteem.

The leadership of the school works well together and has created strong teamwork within the staff and good partnerships with the wider community. However, systems for checking on the quality of teaching and learning are not sufficiently rigorous. The issues raised in the last inspection have been dealt with satisfactorily. The success of recent improvements to teaching and the curriculum and the emerging strengths of leadership throughout the school indicate that the school's capacity to improve further is satisfactory.

What the school should do to improve further

- Improve the consistency of teaching to ensure that pupils make good progress in all lessons, particularly the more able pupils.
- Extend the learning of key skills in English and mathematics across the wider curriculum.
- Improve arrangements for monitoring teaching and learning.

Achievement and standards

Grade: 3

Pupils enter the reception class with skills and knowledge that are well below those expected and many children experience emotional and social difficulties. They are given a satisfactory start in school and although standards at the end of reception remain well below average, pupils are beginning to build upon their basic skills. While standards in English, mathematics and science at the end of Year 6 continue to be exceptionally low, a growing proportion of pupils are attaining average standards in English and science. Boys do not achieve as well as girls and higher-ability pupils do not progress as well as they could. The standards attained in art and music are good. Given their low starting points, pupils make satisfactory progress. Pupils with learning difficulties and/or disabilities are given effective support and make satisfactory progress. The good teaching in the Resourced Provision Units, when accompanied by the positive support by parents, ensure that these pupils make good progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good, although opportunities to learn about other cultures and religions are in the early stages of development. Throughout the school, pupils demonstrate an awareness of right from wrong; they understand the school's behaviour code and they behave well. They enjoy school and feel safe there. Any rare incidents of unacceptable behaviour are dealt with effectively by staff. Pupils are learning how to maintain a healthy lifestyle and the importance of diet and exercise. They have many opportunities to exercise responsibility and take them seriously. For example, 'Zone Park' monitors encourage positive play and classroom monitors help their teachers. Pupils contribute well to school life through the school council and they are involved in fund-raising and improving aspects of the school. While pupils are encouraged to cooperate and develop team skills, their readiness for the next stage of education is constrained by low standards of attainment in the basic skills. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Good management of pupils' behaviour provides a clear foundation for learning. Classes are well organised and are bright and informative areas for learning. Teachers share the purpose of lessons with pupils so that they know what they are expected to learn. Teaching makes effective use of setting by ability across the school in English to plan work that is appropriate to pupils' needs, but sometimes work is not sufficiently varied to cater for the needs of all the pupils in a group. Teachers are beginning to give pupils more of a say in their learning by involving them in evaluating how well they are doing in lessons. However, teaching sometimes over-directs pupils and they are not given a sufficiently active role in their own learning. In these lessons teachers talk for too long and use worksheets too often. Lessons are not always well paced and this results in pupils covering less work than they might. While most teaching assistants give pupils good support, some need more guidance to improve their effectiveness. This is why the quality of teaching and learning is satisfactory rather than good as school evaluated itself.

Curriculum and other activities

Grade: 3

The reception class curriculum provides a satisfactory blend of opportunities for children to work individually and in groups. A review has taken place to accommodate better the learning needs of boys in reception and it is planned to do the same throughout school. The consistent use in all classes of a programme to teach letter sounds is showing promise and this is reflected in improving standards. The curriculum in Years 1 to 6 is mostly based on national guidance and provides a satisfactory range of experiences for pupils. However, too few links are made between subjects and pupils do not have sufficient opportunities to practise the basic skills of English and mathematics in other subject areas. Subject expertise shines through in the teaching of art and music, resulting in well produced art and concerts. Well considered opportunities for personal, social, health and citizenship education contribute to pupils' good personal development. There are good opportunities through visitors and visits, including a residential stay for older pupils, for enrichment of the curriculum.

Care, guidance and support

Grade: 2

The headteacher gives a strong lead to the school's very positive approach to pupils' pastoral care and its commitment to including all pupils in school life. This is evident in the way in which pupils from the Resourced Provision Units are welcomed into mainstream classes and form friendships. Pupils receive high levels of personal care and support, which helps their readiness to learn. Induction arrangements for reception children help them settle quickly and very strong links with outside agencies add much

to the care, health and welfare of all pupils. There are good arrangements in place to assess and track pupils' progress. Marking is inconsistent, but at its best in English, where it blends praise with guidance on what pupils need to do next to improve. The systems to support pupils with learning difficulties and/or disabilities are effective. Pupils' progress is regularly monitored through their individual education plans, although these do not consistently provide precise small steps of learning for pupils. Arrangements for health and safety, including child protection, are in place.

Leadership and management

Grade: 3

The strong commitment of the headteacher and staff results in the many positive outcomes for pupils. The school responds well to the needs and views of parents, who give it their overwhelming support. The school's self- evaluation, particularly in teaching and learning and in leadership and management is over-generous because it focuses too much on the provision it makes rather than the impact on pupils' standards and achievement. This reflects systems for monitoring teaching and learning which are not sufficiently rigorous, including the use of pupil performance data to inform judgements about groups and classes. Middle managers and subject leaders are developing their roles and becoming increasingly effective. Governors are highly supportive and committed to the school and have a satisfactory understanding of its strengths and weaknesses. The school gives satisfactory value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for the friendly welcome you gave to the inspection team. We enjoyed our visit very much. Here are some of the things that make Parklands a satisfactory school:

- most of you behave well and get on well with each other
- you involve yourselves well in school life by doing jobs and joining in with the school council
- your good art work and singing
- staff in school work hard and give you good care and support
- the good displays in classes which help you learn
- the warm welcome given by your school to all children, whatever difficulties they might have.

To make your school a good school we have asked your headteacher and teachers to:

- make sure you are making good progress in all lessons
- give you more chances to use your skills in English and mathematics in other subjects
- concentrate on how much you are learning when they are checking on teaching.

You can help your teachers by working hard, behaving well and taking advantage of all the opportunities offered by school.

On the behalf of the inspection team, I would like to wish you all the very best for your future.