

Fountain Primary School

Inspection report

Unique Reference Number	134973
Local Authority	Leeds
Inspection number	294235
Inspection dates	17–18 July 2007
Reporting inspector	Kevin Johnson

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 on roll	
School	462
Appropriate authority	The governing body
Chair	Mrs Fiona Walker
Headteacher	Mr Tony Mallard
Date of previous school inspection	Not previously inspected
School address	Fountain Street Morley Leeds West Yorkshire LS27 0AW
Telephone number	0113 3862440
Fax number	0113 2897634

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Fountain Primary School was formed in 2005 from the amalgamation of two former infant schools and a junior school. The vast majority of pupils come from White British backgrounds. There are no pupils learning English as an additional language. The number of pupils eligible for free school meals is below the national average. The proportion of pupils who have learning difficulties and/or disabilities is also below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Fountain Primary School has rapidly established itself as a good school since it opened in 2005. Some features of its work are already outstanding. Attendance is average and improving because pupils enjoy the vibrant curriculum which engages them purposefully in learning. This is having a positive impact on behaviour, which is good.

Pupils get on well together and are able to negotiate and stick to their own rules for fair play. Pupils are well cared for, especially those who have additional needs, so that all feel valued. Pupils feel that bullying is not a problem and playtimes are safe. By the end of Year 6 pupils have developed good personal skills and are confident about moving on to their next school. Their transition is supported by outstanding links with the high school which help them to prepare well for the next stage of their education. The school council is playing an active role in the drive to raise awareness of the importance of racial tolerance by working towards achieving the Stephen Lawrence Award. Pupils are well aware of the benefits of sensible eating habits and regular exercise. They use the fruit stall at break times and most enjoy healthy servings of fresh vegetables with their lunch.

Children's abilities are broadly typical for their age when they begin Nursery. Their good progress through the Foundation Stage is reflected in their above average standards by the end of Reception. Effective teaching and learning ensure that good progress continues throughout both key stages. Pupils who began in Year 5 had below expected standards for their age but have now made up the lost ground. Consequently, standards overall are average in English, mathematics and science, but there are weaknesses in writing. A significant factor in the school's early success has been the excellent systems for tracking pupils' progress, sharing information with teachers and providing the right kind of learning support when needed. Nevertheless, there are inconsistencies in the way information is shared with pupils to give them a clear understanding of how well they are doing and what they need to do to improve.

Teaching is consistently good and lessons are planned with purpose and enjoyment in mind. There is a strong focus on developing pupils' creativity. This is amply demonstrated in the work pupils produced for their Caribbean project and the impressive dramatic portrayal of Victorian life in Morley. The provision for children in the Foundation Stage is good. Effective teaching and exciting activities challenge both physical and mental skills, making sure children are given the start they need to their education.

The impact of leadership and management by the headteacher and senior leaders has been excellent. While leaders recognise that there is still some way to go, there has been remarkable progress in the relatively short time since the school came into being. Teaching and learning have been improved and consolidated. Teaching is supported by watertight systems for monitoring and tracking pupils' progress. There is an enriched curriculum which contributes to personal development, enjoyment of learning and pupils' achievement. The headteacher and governors have steered the school very well through a particularly challenging period of amalgamation. Governors support and challenge the school with vigour. Although the governing body is new, it makes considerable use of self-evaluation, including conducting an annual review of its own work. It oversees finances carefully to ensure good value for money. With the governing body's continued support and the quality and strength of management structures within the school, there is good capacity to improve further.

What the school should do to improve further

- Improve the consistency and quality of guidance given to pupils about their progress and what they must do next to enhance their learning.
- Raise standards in writing at the end of Key Stage 2.

Achievement and standards

Grade: 2

Achievement is good. Children get off to a good start in the Foundation Stage because of the well planned curriculum and good teaching. They quickly develop good levels of independence and make particularly good progress in their personal development and in communication, language and literacy. Effective teaching of a recently introduced phonics programme is having a good impact on early reading and writing; this is already seen in the progress of pupils in Year 1. Progress for pupils at the end of Year 6 is good. When these pupils entered the school at the beginning of Year 5 their attainment was below expectations. Currently, after two years in the school, they have reached the expected levels for their age in mathematics and science. Although English has improved overall, writing remains below expectation at the end of Year 6. Results in the 2006 national tests were below average at the end of Year 2 and well below average overall at the end of Year 6. School data from the 2007 national tests shows that results at both key stages have improved and were average overall, with significantly more pupils reaching the higher levels than previously.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They behave well and show respect for others. They are attentive in lessons and almost always polite and well mannered. A very small and decreasing minority of lower Key Stage 2 boys still require additional guidance about behaviour but by and large they respond well to adults and the challenges of school work. By the time they leave the school pupils are self-assured and confident. They thrive on the opportunities they have to demonstrate their independence, as seen in their end-of-term musical where Year 6 pupils had complete responsibility for the entire production. Pupils enjoy the healthy food choices available and are enthusiastic about sports both during and after school. Pupils learn important life skills by representing the views of others. They help with daily routines around the school and act as positive role models for younger pupils, for example by helping them with their reading. They gain a sound platform of basic literacy, numeracy and information and communication technology (ICT) skills. Overall, pupils make good progress towards securing their future well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and accounts for pupils' good progress. On occasions teaching is outstanding. Lessons are planned thoughtfully to take account of pupils' varying abilities. Learning objectives are shared so that expectations are clear. Teachers have good subject knowledge and use resources well to help pupils learn. They use interactive whiteboards particularly well to demonstrate, engage pupils, and bring lessons to life. Questioning skills are

good, allowing teachers to probe pupils' understanding, for example by asking them to explain their thinking. Good links across subjects add more purpose and challenge to learning. In one mathematics lesson Year 3 pupils had to use a combination of literacy, science, and data handling skills in order to classify information and complete diagrams. Teaching assistants are a valuable part of the teaching team. They work effectively, often with pupils who have learning difficulties and/or disabilities, in helping them keep pace in the lesson. Occasionally, some of the good pace is lost in lessons when teachers spend too long explaining, and pupils are kept sitting on the carpet longer than necessary.

Curriculum and other activities

Grade: 2

The curriculum is good overall and helps pupils to achieve well. There are some outstanding features. The school is working hard to establish a relevant, worthwhile curriculum which pupils enjoy and through which they can celebrate their all-round achievements. Literacy, numeracy and ICT are planned creatively across subjects so that these skills may well be practised through history, geography, or the arts. However, the full impact of such planning cannot yet be seen in pupils' writing. There is an extensive calendar of visitors and visits, including a residential visit for Year 5, in order to promote learning, personal development and citizenship. Outstanding links with the local high school greatly enhance learning. Some notable examples where this contributes are in art and design, sports and modern foreign languages, including Japanese.

Care, guidance and support

Grade: 2

Parents agree overwhelmingly that their children are well cared for in school. The school gives high priority to proper guidance and safety in order to secure pupils' well-being. Care and support for the most vulnerable pupils are managed well by the learning mentor. Sensitive counselling, in a climate of mutual trust, helps pupils through their difficulties so they can access learning more easily. Good guidance with regard to behaviour, bullying and racism is having a positive impact. Pupils play safely and are tolerant of others. There is effective support in lessons where it is needed so that those who have learning difficulties and/or disabilities make good progress towards their individual targets. Procedures for safeguarding pupils are in place and staff are clear about their responsibilities.

Systems for monitoring and tracking academic progress are of high quality, and the information is shared very effectively with teachers to help them reaffirm targets and plan work. However, there is not consistent, whole-school practice in the way teachers share assessment information with pupils to accelerate their learning on a daily basis.

Leadership and management

Grade: 2

The contribution of the headteacher and senior leaders to the rapid development of the school has been excellent. Incisive analysis of the school's needs and the vision to set the right priorities have given clear direction to the school's work. There is an increasing feeling of 'togetherness' due to the skilful management of the headteacher and his determination that Fountain will become central to the community. Systems for monitoring the school's performance are good and enable accurate judgements to be made. That the inspection judges some aspects more

positively reflects the school's commitment to continuous improvement. Governance is good. Governors fully share the school's vision. They know its strengths and what needs to be done to improve. Most parents are fully appreciative of the school's work, but a significant minority feel that their views are not always taken into account. Leaders are aware of the need to improve communication so that everybody becomes fully part of the school community.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

As you will remember, we visited your school to find out how well you are learning. Thank you for the warm welcome you gave us. We enjoyed talking to you. You told us many good things about your school and we were very impressed by your politeness and good manners. Thank you also for inviting us to see those super performances by Year 5 and Year 6.

We judged that Fountain Primary is a good school. Your teachers work hard and make lessons fun so you make good progress. We were pleased to see that you are getting better at English, mathematics and science, so keep up the hard work, especially with your writing. We think that you behave well and enjoy school and that you are all really healthy. That is probably because you all eat your fresh vegetables at lunchtime, including your cabbage! All of the grown-ups who work in school take good care of you and you take good care of each other.

Even though you make good progress everyone would like it to be better. So, we have discussed this with your headteacher and teachers and asked them to make sure that you always know how well you have done your work and what you need to do next to make it even better. We also want you to achieve higher standards in your writing.