

# Farsley Springbank Junior School

## Inspection report

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<b>Unique Reference Number</b>	107849
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336964
<b>Inspection dates</b>	22–23 March 2010
<b>Reporting inspector</b>	Clive Moss HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Alison Wilson
<b>Headteacher</b>	Mrs J Agar
<b>Date of previous school inspection</b>	22 February 2007
<b>School address</b>	Wesley Street Farsley Pudsey LS28 5LE
<b>Telephone number</b>	0113 214 6098
<b>Fax number</b>	0113 239 4774
<b>Email address</b>	agarja02@leedslearning.net

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. The inspectors visited 16 lessons observing 8 teachers, observed assemblies and other activities in which pupils were learning, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies and plans, records of pupils' involvement in school activities, records relating to behaviour, support for pupils and monitoring work carried out by the school. They looked also at questionnaires completed by pupils and members of staff and 51 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of support for individual pupils at risk of underachieving, including support for and the progress of pupils with statements of special educational needs
- the effectiveness of action taken to improve pupils' writing
- the range of opportunities for pupils to use information and communication technology (ICT).

## Information about the school

Farsley Springbank Junior School is of average size. The proportion of pupils from minority ethnic groups is below average. The proportion of pupils whose first language is not, or is believed not to be, English is low. The proportion of pupils with special educational needs and/or disabilities is below average overall but is above average for those with statements of special educational needs. The school has achieved the Healthy Schools Award, the Active Mark, and the BECTA ICT Mark for the quality of its work in these areas. The childcare provision at the site is managed separately to the school and subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides an outstanding education for its pupils and has improved since the last inspection. There is a strong sense of community at the school. This is reflected in the excellent relationships between pupils of all backgrounds and in pupils' relationships with the staff. Pupils' attendance is high and they enjoy being at school very much. The school is regarded very highly by parents and carers.

Teaching is of a very high standard. It has been developed and improved as a result of a strong and sustained focus by all members of staff on identifying and using the most effective practice. The standard of pupils' writing in their exercise books and other work is high. Learning support is used extremely well in lessons and ensures that pupils needing additional support, including those with special educational needs, make similarly rapid progress to their peers. In the lessons observed, however, teachers relied mainly on pupils volunteering answers to questions, which they did with alacrity, and did not direct the questions sufficiently in order to test out or highlight good learning. Pupils know how well they are doing and are provided with opportunities to mark each other's work, but the best practice seen by inspectors in enabling Year 6 pupils to evaluate and understand their own progress, is not used with other year groups.

The curriculum provides a broad and balanced range of experiences that contribute significantly to the pupils' enjoyment of learning and, consequently, the high outcomes they achieve. The use of ICT has increased since the last inspection and pupils make frequent use of a broad range of new technologies to support their learning. The school combines the care, guidance and support for pupils with a flexible approach to the curriculum and a well-conceived range of intervention strategies to provide effective support for pupils needing additional help.

The school has good capacity to improve further. Pupils' results in public tests are high and improving. The school's judgements on the quality of its work are astute. Processes for analysing key aspects of pupils' learning and reaching conclusions about the quality of provision are rigorous. There is, however, insufficient involvement of the governing body in evaluating the work of the school and this limits governors' ability to challenge the school and provide strategic leadership.

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

- Improve the use of assessment to support pupils' learning by:
  - spreading to other year groups the good practice in Year 6 of involving pupils in evaluating their own progress

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- directing questions to pupils in lessons in order to identify how learning can be increased.
- Enable the governing body to be more involved in evaluating the quality of the school's work, so that it can provide greater challenge and strategic direction.

**Outcomes for individuals and groups of pupils****1**

Most pupils enjoy their education greatly. This is shown in the comments they made to inspectors, in surveys carried out by the school and for the inspection, and in their responses in lessons. In the lessons seen during the inspection, the pupils showed pride in their work and sustained very high levels of concentration on tasks that required close attention to detail and considerable ability to work independently. As a result, they made rapid progress and significant gains in both their academic learning and personal development. Pupils with special educational needs also make outstanding progress. This is seen in their rates of improvement in reading and their development of personal skills. The school monitors the progress of every pupil carefully and ensures there are no significant differences in the progress made by different groups.

The pupils are very sociable and spoke confidently to inspectors. They have an excellent vocabulary both when speaking and writing, and make precise use of punctuation in their written work. The pupils' exemplary behaviour is often remarked upon by members of the public with whom they come into contact, including the near neighbours of the school. Inspectors also found pupils' behaviour to be outstanding. Instances of racial intolerance are rare. Relationships between different groups of pupils are harmonious. Pupils explained to inspectors how what they had in common was more important than the differences between them.

Almost all pupils say they feel safe at school always and they show a high level of understanding of how to stay safe. For example, the school council takes part in regular health and safety checks and is influential in bringing about improvements.

They have a good understanding of how to stay healthy and many take part in sports activities and in using the school's excellent resources for active play, including the well-kept garden. Pupils take pride in the various roles they fulfil that make a contribution to the school and local community. For example, they have been involved in environmental projects to clean up local footpaths and in making and distributing hanging baskets to local businesses. Enterprise activities, such as the 'smoothie challenge', help the pupils to develop an excellent understanding of life in the adult world. As one parent/carer commented in the inspection survey, 'The school not only educates the children to a good degree but it prepares them for life outside school, inspiring confidence, ambition, and good manners; it gives them a whole host of different experiences outside the curriculum.'

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

In all the lessons observed by inspectors, teachers were adept at creating a very supportive and highly productive working atmosphere. Lessons are structured with precision and teachers are alert to pupils' responses so that they increase the pace of work at the first indication that pupils' attention may be starting to wane. Teachers have consistently high expectations of the pupils and adapt work well to make sure all pupils have an appropriate level of challenge. These factors result in pupils being keen to learn and so they make rapid and significant gains in knowledge, skills and understanding. Support for pupils with special educational needs is organised carefully and helps these pupils to make similar progress to their peers. Consistently well-focused marking of pupils' work ensures pupils know how well they are doing and have clear steps for improvement. This contributes to accelerated rates of learning as seen, for example, in Year 3 pupils' writing.

The curriculum includes innovative elements, such as work on film in literacy and 'accumulator lessons' in which Year 6 pupils receive personalised support to reinforce their learning. Pupils have access to excellent ICT facilities and these are used expertly by the school to develop pupils' understanding of e-safety. The curriculum is adapted to provide more personalised approaches that ensure equal access to learning for the full range of pupils. For example, after considerable deliberation involving consultation with the pupil's parents, an alternative programme was devised to enable a pupil with considerable physical disabilities to enjoy an experience similar to that gained by other pupils on an outdoor education residential. A large majority of the pupils take part in the clubs, sports and other extra-curricular activities. These experiences contribute

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significantly to their high levels of enjoyment of learning. Although developments are in train, pupils do not currently have sufficient opportunities to gain direct experience of communities different to their own.

Pupils' transition from infant school works effectively and they are enabled to settle into their new school quickly. The school works well with a range of agencies to meet the needs of individual pupils. For example, work with the local authority Travellers' education service has helped a pupil to settle quickly into the school community and make substantial progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders have brought about improvements in the quality of teaching through an unremitting focus on identifying and spreading best practice. As a result, the quality of teaching has improved since the last inspection and a remarkable degree of consistency has been achieved. Morale amongst the staff is high and they carry out their work enthusiastically. Their positive approaches influence the pupils' attitudes to school. A majority of parents and carers think the school is led very well.

The school surveys the views of parents and carers regularly and daily contact with many ensures the staff have a good understanding of parents' and carers' needs. A large majority of parents and carers are very happy with their children's overall experience at the school. They feel well informed about their children's progress and that their suggestions are listened to. The school works well with a range of external agencies, local organisations and other schools to provide additional support for pupils that need it and access to opportunities that pupils would not otherwise receive, such as sports.

Governors are supportive of the school, but insufficiently involved in evaluating the quality of its work. All regulations for safeguarding pupils are met. The school's strong commitment to inclusion is evident in the harmonious relationships amongst pupils and the pupils' ready acceptance of each other's very varied circumstances and needs. The school's work to promote equal opportunities is very effective and it has ensured there are no significant differences in the progress made by different groups of pupils, although its policies are incomplete and lack detailed action plans. Activity to promote community cohesion is very effective, but the school has not completed all the formal requirements associated with this duty.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Views of parents and carers**

A very large majority of parents and carers are highly satisfied with their children's experience at the school. Several parents and carers wrote highly complimentary comments about the school, praising the quality of leadership and testifying to how much their children enjoy being at the school. Negative views were usually restricted to individual parents and carers and revealed no trend or pattern.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Farsley Springbank Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	67	17	33	0	0	0	0
The school keeps my child safe	33	65	17	33	1	2	0	0
The school informs me about my child's progress	20	39	28	55	2	4	0	0
My child is making enough progress at this school	25	49	24	47	1	2	0	0
The teaching is good at this school	28	55	21	41	1	2	0	0
The school helps me to support my child's learning	19	37	27	53	3	6	0	0
The school helps my child to have a healthy lifestyle	22	43	28	55	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	41	29	57	0	0	0	0
The school meets my child's particular needs	25	49	25	49	0	0	0	0
The school deals effectively with unacceptable behaviour	15	29	33	65	2	4	0	0
The school takes account of my suggestions and concerns	15	29	34	67	1	2	0	0
The school is led and managed effectively	28	55	21	41	0	0	1	2
Overall, I am happy with my child's experience at this school	30	59	19	37	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 March 2010

Dear Pupils

Inspection of Farsley Springbank Junior School, Pudsey, LS28 5LE

Thank you for talking to my colleague and me and making us welcome when we visited your school recently. We spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents and carers, and spoke with some of your teachers. Here is a summary of our main findings, which I hope will be of interest to you.

- The school provides you with an outstanding education.
- You make rapid progress from your starting points when you join the school and your test results at the end of Key Stage 2 are high.
- Your attendance is high.
- You said that you enjoy school a lot and feel very safe. You showed a lot of knowledge and understanding about how to stay safe.
- You behave extremely well and also get on with each other extremely well. As a result, everyone is able to get the best out of the school, including those of you who need a lot of help.
- Most of your parents and carers support the school and many think it is doing a very good job.
- The school provides a wide range of lessons and other activities that excite you and are helping you to learn quickly.
- The headteacher and the staff at the school understand very well what needs to be done to make things even better.

I have asked the headteacher and the staff to make sure that teachers use questions in lessons particularly carefully, to make sure that each of you makes the greatest possible improvement in your work. I have asked them also to make sure that all of you get similar opportunities to Year 6 pupils to think about how well you are doing. Finally, I have asked that the governors of the school are given more help to do their job.

I know that many of you already make a very important contribution to the school and I am sure all of you will want to do everything you can to support the staff in making Farsley Springbank School better still.

Yours sincerely

Mr Clive Moss

Her Majesty's Inspector

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