

Parklands Primary School

Inspection report

Unique Reference Number	107943
Local Authority	Leeds
Inspection number	336985
Inspection dates	5–6 May 2010
Reporting inspector	Derek Pattinson

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	254
Appropriate authority	The governing body
Chair	Cllr Graham Hyde
Headteacher	Mrs Catharine Hindmarch
Date of previous school inspection	21 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 teachers, observed 16 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's development plan and the latest reports to the governing body from the School Improvement Partner. They also studied the most recent national and school data on attainment and progress, the latest attendance figures and pupils' work from across the school. In addition, 16 questionnaires returned from parents and carers were analysed, along with those returned by staff and pupils.

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

- whether pupils with special educational needs and/or disabilities are making better progress than other pupils
- whether teaching has improved from satisfactory to good, as the school now believes
- how lively and exciting is the school's revised curriculum
- how well the school caters for the many pupils whose circumstances make them vulnerable
- the impact of recent instability, restructuring and budget constraints on the effectiveness of leadership and management at all levels.

Information about the school

This is an average-sized primary school serving the immediate area. The percentage of pupils from minority ethnic groups is small and there are no pupils in the early stages of learning English as an additional language. About the same number of pupils enter and leave the school between the Reception class and Year 6 as in most other schools. The proportion of pupils known to be eligible for free school meals is very high. The proportion of pupils who have special educational needs and/or disabilities is well above average. The school welcomes pupils from across the city that have complex learning difficulties and these are taught in a resource provision and included into school life whenever possible. The school also hosts provision for pupils who are at high risk of being excluded. The school has achieved a Healthy Schools Award. A new headteacher has been appointed since the last inspection and a new deputy headteacher took up her post at the start of the summer term.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. Good features include its quality of care that is enhanced by effective partnerships with many organisations outside the school. Pupils make a good contribution to their own and the wider community and adopt healthy lifestyles. The curriculum provides rich and varied experiences but as yet does not make sure the basic skills of literacy, numeracy, and information and communication (ICT) skills are developed in all subjects. Pupils know about the importance of a healthy lifestyle, contribute in many different ways to the school and local community and the social, moral and cultural development of most pupils is good.

Overall, children start school with well below average levels of skill and understanding. All make at least satisfactory progress in English, mathematics and science as they move through the school. Nevertheless, standards are still low compared with the national picture by the time pupils leave Year 6. This is because teaching overall, though satisfactory, is too varied to accelerate pupils' progress and raise attainment consistently. Marking, while improving, does not consistently make sure pupils know what they must do to improve. Pupils with special educational needs and/or disabilities, including the small number with complex learning difficulties and medical problems in the resource provision, make good progress because of the help and support that they receive.

The new headteacher is instilling a focus on improvement and, with new senior leaders, is leading essential developments. As a result of her good leadership, there are clear signs of improvement in important areas, such as in the quality and regularity of checking on pupils' progress and in the better provision and leadership of the Early Years Foundation Stage. As yet, subject leaders do not have enough opportunities to check pupils' progress and to identify where improvements are needed. The governing body is not yet consistently holding the school to account, for example by taking action to boost the average attendance levels. The monitoring of teaching and learning, while satisfactory, does not always focus sharply enough on the quality of pupils' learning. Nevertheless, the clear impact of the school's senior leaders on the work of the school, the improving use of data to target support for pupils and the emerging developments in the Early Years Foundation Stage provide secure evidence of the school's satisfactory capacity for further sustained improvement.

What does the school need to do to improve further?

- Raise standards in English, mathematics and ICT by:
 - providing more opportunities for pupils to develop literacy, numeracy and ICT

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skills in all subjects.

- Increase the amount of teaching that is good by:
 - making sure that work set always matches the needs of all pupils
 - giving pupils enough time in lessons to work independently and make faster progress
 - ensuring that marking tells pupils clearly how well they are doing and how to improve.
- Improve leadership, management and governance by:
 - giving subject leaders more opportunities to check provision of their subjects so that they can make informed decisions about what to improve
 - ensuring that the regular monitoring of teaching and pupils' work focuses consistently on pupils' learning
 - enabling governors to acquire the necessary information and skills so they challenge the school's performance more effectively
 - improving levels of attendance.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their lessons and most try hard and behave well. They are keen to learn, especially when lessons interest and challenge them, when they are clear about what they have to learn and when they have time to work at their own rate. Nevertheless, attainment is low. Standards are improving but remain low in English and mathematics. However, all pupils make at least satisfactory progress and pupils with special educational needs and/or disabilities make good progress because of the good support they receive. The rate at which pupils learn varies because teaching is better in some classes, such as in Year 6, than in others. Despite this variability, the gaps in performances between different groups of pupils are narrowing. This is because senior leaders are becoming increasingly skilled at analysing data to check how well pupils are performing so that they can receive extra help if needed.

Pupils enjoy school and find adults who work in school caring, kind and supportive. They have a satisfactory understanding of how to stay safe and recognise dangers, for example as posed by the use of the internet. Pupils say that most children behave well but that the behaviour of a minority is not always good in lessons or in the playground. They know how to lead a healthy lifestyle and take part enthusiastically in the many after school clubs and competitions. They say they have enough ways of getting their opinion heard, such as through the school council. Pupils support different charities, undertake partnerships with 'Groundworks' and take part in community poster campaigns to stop vandalism and theft. These initiatives enable them to develop sound skills for the future. Despite the hard work of the school to promote attendance, levels

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are just in the average range because of a very small number of pupils who are persistently absent. Pupils know right from wrong and have many opportunities to develop their social skills. They have a good understanding of our heritage and cultural diversity through initiatives such as Black History month.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching quality is satisfactory, with good teaching seen during the inspection. When lessons are briskly paced and pupils are challenged by interesting work they enjoy lessons and learn well. Secure relationships, sound subject knowledge and much use of encouragement and praise are features of most lessons. Teaching assistants are usually deployed well to ensure that pupils with special educational needs and/or disabilities make good progress. However, sometimes teachers give pupils too little time to work independently. Teachers are not always clear how to check how much progress pupils have made in lessons so that they can build next time on what pupils have learnt. Their marking does not always help pupils to move forward. Pupils are not always given work at the right level. Sometimes, teachers' efforts to keep pupils focused on their learning

¹ 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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are not entirely successful.

The revised and well organised curriculum, supported by a rich variety of specialist experiences and much learning from first-hand observation and involvement, ensures that activities are interesting and engaging. As a result, all pupils, including the many with special educational needs and/or disabilities, learn about 'the world beyond school' in an exciting, challenging and sometimes exciting way. Art is given high profile and good-quality work results. However, ICT does not have enough attention and there are missed opportunities to promote literacy and numeracy through all subjects. A varied range of well supported after-school clubs, visits and visitors further extend and enrich pupils' learning.

Staff know pupils well and give considerable time to their care and support. The school creates strong partnerships with outside agencies, and parents and carers. These help to ensure that the large number of pupils whose circumstances make them vulnerable have the support they need to make mostly good progress, both academically and personally. This is a strong feature of school life. As a result, all pupils feel valued, grow in confidence and increase their self-esteem. Established and successful links with the school to which most pupils transfer ensure a smooth transition.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, alongside a new extended senior leadership team, has a clear vision for the future, is gaining the support of staff and demonstrates the ability to move things forward. Priorities for development are the right ones and are being pursued increasingly rigorously. Targets are now both realistic and challenging, and the school's own monitoring reveals that the proportion of good lessons is increasing. Leaders have an accurate picture of pupils' attainment and progress because assessment information is analysed closely. This, together with increasing accountability and involvement of staff, is resulting in improving progress. However, subject leaders do not have sufficient opportunity to check pupils' progress and so identify what needs to improve. The monitoring of teaching and pupils' work does not yet focus sharply enough on pupils' learning to be of maximum benefit to help pupils improve. As a result, the school's own evaluation of its performance, although satisfactory, is not as accurate as it should be. The supportive governing body fulfils its responsibilities satisfactorily. However, it is too reliant on the headteacher to provide essential guidance and information. It is not yet

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taking the initiative in challenging the school, holding it to account or leading its direction.

Relationships with parents and carers are good and most believe rightly that their children are happy, safe and secure in school. Safeguarding requirements are fully met and have a high profile in the school's work because of the considerable knowledge and experience of those responsible and the maintenance of good-quality records.

Partnerships with a range of institutions and agencies, such as the Children's University and the David Young Community Academy, make a good contribution to pupils' learning and well-being. Promotion of equal opportunities is evident in the closing gaps between the attainment of different groups. Discrimination is not tolerated in this highly inclusive school. The school's promotion of community cohesion is satisfactory. Pupils get on well with each other, work well with the local community, but have yet to forge international links. The school has made satisfactory progress in addressing issues from the last inspection and currently provides satisfactory value for money.

These are the grades for leadership and management

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

Early Years Foundation Stage

Most children start school in their Reception Year with skills at levels that are very low compared with those expected for their age, especially in communication, language and literacy. Welcoming staff ensure that children settle quickly into established routines and become receptive learners. All adults are caring and ensure that safeguarding arrangements are fully met. The many children whose circumstances make them vulnerable are quickly identified and are well supported. There is an appropriate balance

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between activities led by adults and those chosen by children. Teaching is satisfactory and sometimes good, enabling children to make sound progress as they move through their Reception Year. Early language skills are taught increasingly effectively. Some activities are carefully chosen to capture children's interest, such as when children roll large dice and use fruit to help them count. However, other activities are not challenging enough or do not contain enough help to promote high levels of interest, encourage talk and stimulate children's imagination. ICT does not have enough emphasis. The outside area is not yet used well enough and the range of resources is too narrow to add interest and excitement to children's learning. Nevertheless, parents and carers appreciate the sensitive care provided for their children. The new leader has introduced initiatives which are starting to bear fruit. Systems to monitor children's progress have been sharpened to build more effectively on what they know. Improved links with the adjoining children's centre ensure a smooth transition into the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers, from a very small number of responses, agreed that their children enjoy school; it keeps children safe, meets their needs, helps them live a healthy lifestyle and promotes their personal development. A few parents and carers thought that the school does not always deal well with incidents of inappropriate behaviour and bullying. However, the inspection team found no evidence to support this negative view. A very small number of parents and carers think that the school is not well led and managed. Inspectors agree that there is room for improvement, but judge it satisfactory and improving overall, with the headteacher providing good leadership. Most parents and carers believe that teaching is good. The inspection team judged it as satisfactory overall, although good teaching was observed during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parklands Primary 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 18 completed questionnaires by the end of the on-site inspection. In total, there are 254 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	44	10	56	0	0	0	0
The school keeps my child safe	7	39	10	56	0	0	0	0
The school informs me about my child's progress	3	17	15	83	0	0	0	0
My child is making enough progress at this school	5	28	12	67	0	0	1	6
The teaching is good at this school	5	28	12	67	0	0	0	0
The school helps me to support my child's learning	5	28	12	67	1	6	0	0
The school helps my child to have a healthy lifestyle	6	33	12	67	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)	3	17	13	72	1	6	0	0
The school meets my child's particular needs	1	6	17	94	0	0	0	0
The school deals effectively with unacceptable behaviour	4	22	11	61	2	11	1	6
The school takes account of my suggestions and concerns	4	22	12	67	1	6	0	0
The school is led and managed effectively	3	17	11	61	3	17	0	0
Overall, I am happy with my child's experience at this school	5	28	10	56	3	17	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 May 2010

Dear Pupils

Inspection of Parklands Primary School, Leeds, LS14 6ED

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We enjoyed being in your school, visiting your lessons and listening to what you had to say. We judge that your school is giving you a satisfactory education and that there are some good things about it. A few of your parents and carers sent messages to tell me that they like many things about your school. I agree with most of what they had to say, but not with everything. Many of you told me that a few pupils do not always behave well. We agree with you but believe that behaviour is satisfactory and that adults are doing all they can to make it better. These are the good things about your school.

- You know about the importance of staying healthy and keeping safe.
- You are happy, enjoy school and most of you behave well.
- Your curriculum is good with lots of different experiences to help you learn.
- All the adults who work in school take good care of you.
- Those of you who find learning difficult make good progress.
- Your headteacher knows what to do to make your school a good school.

Here are the most important things that your headteacher and teachers could do to make your school better.

- Help most of you make good rather than satisfactory progress so that standards when you leave are higher than they are now.
- Make sure all teaching is good to help you make the best possible progress.
- Check more often how the school and its teachers are doing so that they can find out what needs to be done to make it even better.

You can help by always trying hard with your work and by coming to school as often as you can so that you can enjoy the fun of learning.

Yours sincerely

Derek Pattinson

Lead inspector

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