

Park Spring Primary School

Inspection report

Unique Reference Number	107964
Local Authority	Leeds
Inspection number	336992
Inspection dates	14–15 June 2010
Reporting inspector	Krishan Sharma

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	295
Appropriate authority	The governing body
Chair	Mrs S Wood
Headteacher	Mr M Bennett
Date of previous school inspection	16 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 10 teachers during 16 classroom visits and held meetings with the Chair of the Governing Body, staff and two groups of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work, and tracking data used to monitor pupils' progress. Fifty-five parents' and carers' questionnaires were analysed as well those completed by staff and by pupils in Key Stage 2.

Many aspects of the school's work were reviewed. The following were looked at in detail:

- pupils' progress in the basic skills, particularly at Key Stage 1 to determine the quality of teaching
- the quality of monitoring and evaluation and the contribution to it of middle leaders
- the effectiveness of provision for the Early Years Foundation Stage.

Information about the school

The school is larger than the average primary school. Most pupils are of White British heritage. The number of pupils speaking English as an additional language is very small and few are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is below the national average. The proportion of pupils known to be eligible for free school meals is above average. Provision for the Early Years Foundation Stage comprises four different groups of children who attend either morning or afternoon Nursery. It also includes a Reception class and a small group of Reception children who are taught in a mixed-age class with pupils in Year 1. There is a breakfast club, which provides for a small number of pupils. The school holds the Advanced Healthy School status, an Inclusion Charter Mark, Active Mark, Sports Mark and the Eco School (Bronze) award.

The school has experienced some considerable staff absence since the last 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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the Early Years Foundation Stage.

By the end of Year 6, pupils' attainment is broadly average. Most pupils make satisfactory progress from their starting points in Year 1. Pupils' progress is mostly steady in Key Stage 1 and gains momentum towards the end of Key Stage 2. Most pupils with special educational needs and/or disabilities make good progress because their needs are precisely identified and the support for them is clearly targeted. The quality of teaching mirrors the same pattern as attainment; most of it is good in Key Stage 2: it is mainly satisfactory in Key Stage 1. In the most effective lessons, teachers ensure that they give pupils sufficient time to work independently. Pupils receive informative feedback as to how well they have done and how they could improve their work. In the mainly satisfactory lessons, these features are less evident and as a result, learning slows. Most pupils behave responsibly. They say they feel safe at school and they have a good understanding of how to keep healthy.

Self-evaluation has helped the school to maintain standards and is sound enough to assist the senior leaders in identifying appropriate priorities for improvement. Since the last inspection, the school has introduced interesting and relevant themes to the curriculum and has increased the rigour of its monitoring, particularly in the use of data in Key Stages 1 and 2. The school has a satisfactory capacity to improve. Even so, the monitoring and evaluation skills of leaders at all levels have yet to be more finely tuned, in particular, when observing teaching and in analysing pupils' written work. This means that the impact of teaching on learning in lessons and in pupils' written work is not always robustly evaluated.

The Early Years Foundation Stage is a key aspect of what the school provides as it represents a quarter of the pupils; its overall effectiveness is inadequate. Planning at this stage lacks clarity and does not always meet the needs of individuals and groups of children, particularly the higher attainers. The use of outdoor provision is patchy. Its potential is insufficiently used to improve children's learning in all areas. Assessment is not always accurate, because adults' observation skills are under-developed. Staffing, particularly at the senior levels, has been seriously disrupted due to teachers' absence.

What does the school need to do to improve further?

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- Improve provision in the Early Years Foundation Stage, by:
 - planning activities that interest children and meet their individual needs
 - observing and assessing rigorously children's performance in a range of situations and using the information to plan the next steps in their learning
 - providing greater challenge for higher attainers
 - maximising the use of the outdoor environment to improve children's progress across all the areas of learning.
- Strengthen monitoring and evaluation, by:
 - improving the monitoring and evaluation skills of all leaders, including those in the Early Years Foundation Stage, in particular in observing teaching and learning and in analysing pupils' written work
 - establishing measurable success criteria to judge the effectiveness of measures taken to improve provision and outcomes for pupils.
- Raise the quality of teaching to at least good to improve pupils' learning, in particular at Key Stage 1, by:
 - using the good practice that already exists in the school as a model
 - ensuring that teachers find a better balance in their use of time between instructing pupils and letting them work independently
 - commenting precisely on pupils' progress in lessons and in their written work.

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

In lessons, most pupils show an interest in their work and concentrate on their tasks. Teachers often encourage pupils to talk with partners and share ideas; this is, however, sometimes done too frequently and breaks the flow of lessons. Most pupils are keen to explain their work, but they are not always articulate. Pupils with special educational needs and/or disabilities benefit from short-term targets and regular assessment, which ensures faster progress in their basic skills in lessons and overtime. Those learning English as an additional language grow in confidence in its use and make at least satisfactory progress due to the teachers' persistent emphasis on developing their literacy skills. In the last three years, attainment has been broadly average in English, mathematics and science at the end of Year 6. The school's current data and the inspection evidence indicate that attainment remains broadly average.

On occasions, when behaviour falls short of that expected, teachers and other adults handle it well minimising its impact on others' learning. Pupils take on responsibility for a range of small jobs in school and raise funds to help others in the community. Pupils' sound use of literacy and numeracy, their developing personal skills and the broadly average attendance, prepares them satisfactorily for their next stage of learning. Pupils are able to reflect on their own and other's actions and have a sound sense of right and wrong. Their understanding and appreciation of cultures other than their own is satisfactory.

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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	3
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	2
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	3

How effective is the provision?

Some good teaching was seen, but overall it is satisfactory. Strengths include clear planning which makes teachers' intentions clear and the careful deployment of teaching assistants to maximise the learning of targeted pupils. Effective questioning, strong subject knowledge and the appropriate use of interactive whiteboards to explain ideas also feature in the stronger lessons. However, there is variability within the quality of teaching and some teachers do not make the best use of the time available. The checking on pupils' progress in their written work does not always reflect high expectations or set appropriate challenge.

The curriculum gives pupils a secure grounding through well-structured programmes for literacy and numeracy. The use of information and communication technology is growing. Regular opportunities are provided for pupils to use and apply their skills in solving mathematical problems, as well as for writing for various purposes in other subjects. Learning to care for the environment is included in the curriculum as reflected in the achievement of an external award for eco awareness. The range of extra-curricular activities, educational visits and visitors to school all contribute to pupils'

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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enjoyment in their learning.

The support for pupils with special educational needs and/or disabilities, pupils speaking English is an additional language and potentially vulnerable pupils is well established and satisfactorily contributes to their learning and well-being. Care provided for pupils' personal development is generally effective and involves parents and carers. New arrivals are made to feel welcome and the school has good links with secondary schools to ensure smooth transfer at the end of Year 6. Support and advice from different agencies are sought and used to improve pupils' learning and well-being.

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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The senior and middle leaders and managers are committed to bringing about improvement in a range of areas. As a result, pupils' attainment at the end of Year 6 has been maintained at a broadly average level over many years. Monitoring and evaluation is satisfactory. Data collection and its analysis provide a broadly accurate picture of pupils' progress. Leaders and managers are aware of the better progress made by those in Key Stage 2 and pupils with special educational needs and/or disabilities and are working to ensure a better balance of opportunity for all. The governing body is supportive and is becoming more effective in evaluating the school's performance in all areas. Managing the Early Years Foundation Stage has presented significant challenges due to the frequent absence of staff; much remains to be done. The school receives support from the local authority in helping improve the use and accuracy of assessment in the Early Years Foundation Stage. Parents' and carers' engagement with the school is beginning to grow as a result of the headteacher's ambition to keep them better informed. Partnerships with local services and sports organisations contribute to pupils' learning and their enjoyment through physical activities. The governing body ensures that safeguarding procedures are in place and implemented, staff are suitably trained and vigilant. The school has already taken a number of successful actions to promote community cohesion, but these are not yet fully developed to encourage a deeper understanding of people from different heritages or religious beliefs at home and abroad.

These are the grades for leadership and management

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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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children work in a spacious indoor learning environment, which is bright and has a range of resources. However, the outdoor provision lacks opportunities for children to develop in all areas of their learning and they do not have regular access to the outdoor facilities available. Planning lacks clarity and the curriculum for reception children, particularly those being taught with Year 1 pupils, is not always appropriate. The lack of purposeful learning occasionally leads to over-boisterous behaviour and children, in particular the more-able, do not receive the challenge they deserve. When encouraged, children are willing to talk and are articulate. The skills of observing and assessing children's progress are being developed, helped by some recent staff training. As a result, staff now have a clearer understanding of how assessment can inform planning. However, these actions are at a very early stage and have yet to impact on children's attainment. Staff are caring, but spend too much time responding to behaviour that falls short of expectations, rather than teaching the children how to get along together. The recently appointed acting manager has established an action plan to improve the provision, but it is too early to see its impact. Overall, inadequacies in the provision, particularly in teaching and learning, and in the leadership and management, lead to capable children making insufficient progress. As a result, children enter Year 1 with attainment that is below that typical for their age.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Almost one fifth of parents and carers returned the questionnaires. Most are positive about the school's provision, particularly as they feel their children are kept safe and enjoy being at school. A small minority of parents and carers express concern about how the school deals with unacceptable behaviour and about the effectiveness of the leadership and management. During the inspection, inspectors found that pupils' behaviour and the school's leadership and management are satisfactory overall. A very large majority of parents and carers view the teaching as good. The inspectors partly endorse this view; some good teaching was seen, but overall it is satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park Spring 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	58	22	40	0	0	0	0
The school keeps my child safe	36	65	17	31	1	2	0	0
The school informs me about my child's progress	22	40	31	56	2	4	0	0
My child is making enough progress at this school	22	40	30	55	3	5	0	0
The teaching is good at this school	21	38	30	55	2	4	0	0
The school helps me to support my child's learning	17	31	33	60	2	4	0	0
The school helps my child to have a healthy lifestyle	19	35	31	56	4	7	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)	17	31	30	55	3	5	0	0
The school meets my child's particular needs	18	33	30	55	6	11	0	0
The school deals effectively with unacceptable behaviour	17	31	26	47	10	18	2	4
The school takes account of my suggestions and concerns	14	25	30	55	6	11	1	2
The school is led and managed effectively	14	25	29	53	9	16	2	4
Overall, I am happy with my child's experience at this school	21	38	29	53	4	7	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.



16 June 2010

Dear Pupils

Inspection of Park Spring Primary School, Leeds, LS13 4EH

Thank you for welcoming the inspectors to your school and for talking with us about your work. I write to let you know the outcomes of the inspection.

The school provides a satisfactory education for those of you in Years 1 to 6. In the Nursery and Reception classes, however, there are a lot of things that should be better and for this reason the school has been given a 'notice to improve'. Inspectors will visit again to check how well it is improving.

Here are some of the positive things about your school:

- Most of you reach average standards by the time you leave the school.
- Teaching is satisfactory overall; many of the lessons, particularly in the classes for older pupils, are good.
- You are interested in your work and make satisfactory progress from Year 1 to Year 6. Those of you who receive additional support make good progress.
- You make good choices to keep healthy and you take pride in helping others.
- You are aware of the need to look after your environment and the school has received an award for your work in this area.
- The senior leaders and staff are committed to improving your school so that all of you, in all parts of the school, can succeed in your learning.

To improve your school further, the adults in charge should make sure that:

- children in the Nursery and Reception classes are better provided for so they learn more quickly
- teachers plan and teach so more lessons are good or better
- senior staff and other teachers check thoroughly how well you and your school are performing so that they know exactly what needs to be done next.

You can also all help your school by always trying your best in lessons. We wish you all the best for the future.

Yours sincerely,

Krishan Sharma

Lead Inspector

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