

# Fountain Primary School

## Inspection report

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<b>Unique Reference Number</b>	134973
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	341585
<b>Inspection dates</b>	21–22 January 2010
<b>Reporting inspector</b>	Joan McKenna

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	416
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Fiona Walker
<b>Headteacher</b>	Mr Andrew Eastwood
<b>Date of previous school inspection</b>	17 July 2007
<b>School address</b>	Fountain Street Morley Leeds LS27 0AW
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons taught by 15 teachers, and also looked at pupils' work. They held meetings with governors, staff, a group of pupils and a local authority representative, and had a telephone discussion with the School Improvement Partner. They observed the school's work, and looked at documentation, including data about pupils' progress, records of monitoring, policies, and the 105 questionnaires returned by parents and carers.

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

- the achievement of all groups of pupils across the school
- the extent to which teaching and the use of assessment information is ensuring that all groups of pupils learn well enough
- the quality of support and guidance provided for pupils and the impact on their personal outcomes
- the extent to which leaders at all levels are improving the school and demonstrating secure capacity to improve it further.

## Information about the school

The school is larger than the average primary. The large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils entitled to free school meals. Early Years Foundation Stage provision is made through a unit which has a Nursery and two Reception sections.

Following a year when temporary leadership arrangements have been in place, a new headteacher took up post in September 2009. Construction work has been taking place as the school moved from three buildings to one, with the final move into one building occurring just before this 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**

**4**

## 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 special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

There are widespread weaknesses in the school's provision; it is not effective and pupils are not achieving their potential. The governing body has been aware of these weaknesses and has taken action to try to ensure that they are tackled. The new headteacher has confirmed the governing body's understanding of the position and has set about improving provision. He has quickly gained the confidence of the school community and increased staff's morale. The actions taken have been moves in the right direction but they are too recent and not yet comprehensive enough to have had sufficient impact. The quality of teaching and the curriculum are inadequate and the skills of other leaders in the school are underdeveloped. In addition there is a range of personnel, buildings, financial and other management issues to deal with. Despite some early signs of progress, changes are not embedded enough to demonstrate secure capacity to improve further across the school as a whole.

Children enter the Early Years Foundation Stage with attainment at broadly expected levels. While their attainment at the end of their time in the unit has fluctuated in recent years, it is currently in line with expectations and children are making satisfactory progress in this part of the school. However, across the rest of the school, pupils' achievement is inadequate. Standards at the end of both Key Stages 1 and 2 have declined over the past few years and are low. They are also low across the rest of the school. While some teaching is satisfactory, too much is inadequate and it is not strong enough to ensure that all pupils are making enough progress or making up lost ground. Systems for assessing and tracking their progress are new and, although the information is starting to be used to speed it up, this work is at early stages. Assessment information is not used enough to ensure that tasks are matched well to pupils' different needs in lessons or to determine the extra support given to them. Insufficient guidance is given to pupils on how to improve their work.

Pastoral care is satisfactory and pupils feel safe in school. They have good relationships with each other and with adults and most behave well. Pupils develop a range of personal skills and qualities to a satisfactory level. The limited opportunities provided for them stop these skills from being better. Attendance is below average and is not promoted strongly enough.

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

- Ensure that all teaching is at least satisfactory and an increasing proportion is good or better in order to enable pupils to reach the standards they are capable of by:
  - ensuring that all lessons are planned with a clear focus on how the learning of all groups of pupils will be promoted and making certain that this is effectively implemented
  - providing more opportunities for pupils to be actively involved in their learning
  - ensuring that pupils' progress is accurately assessed, rigorously monitored and thoroughly analysed
  - ensuring that the resulting information is used to ensure that work in lessons is matched to individuals' needs and to target extra support for those identified as needing help to keep on track
  - giving pupils detailed guidance on how to improve their work through the use of targets and feedback from marking.
- Improve the curriculum by:
  - ensuring that it promotes the acquisition and development of pupils' basic and key learning skills effectively
  - ensuring that it secures pupils' interest and engagement
  - providing a wider range of opportunities through which pupils can develop their personal skills.
- Monitor pupils' attendance more rigorously and take both general and targeted action to improve it.
- Improve the quality and effectiveness of leadership and management across the school by:
  - taking action to improve the understanding and skills of leaders at all levels so they play a full part in improving their areas of responsibility
  - ensuring that all aspects of provision and the implementation of new developments are thoroughly monitored and that their impact on outcomes for pupils are fully evaluated.

## Outcomes for individuals and groups of pupils

**4**

Pupils are willing, eager learners and are keen to do well. Most listen carefully to teachers, follow instructions and try hard to do what is asked of them. They persevere with tasks and, when these are interesting or when they are given opportunities to work in groups or with partners, they show increased enjoyment. There are occasions when some pupils make satisfactory gains in their learning. However, too often pupils do not make enough progress in lessons and there are several reasons for this. The purpose of tasks is not always explained clearly so pupils do not understand what they are expected to learn. Work is often not pitched at the right level for all pupils so they are kept busy

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but are not adequately challenged or supported. Pupils are sometimes asked to do work that is inappropriate for their age or that does not take account of gaps in earlier learning. Tasks do not always involve pupils actively enough and so are not interesting and result in passive learning. This results in inconsistent and inadequate progress being made across Years 1 to 6. This is the case for all groups of pupils, including those with special educational needs and/or disabilities.

Pupils' want to succeed and this is reflected in the satisfactory development of their personal skills. They are pleasant, polite, get on well with others, abide by school rules and make a wider contribution to school life when they have the opportunity to do so, such as through the school council. Most pupils behave well in lessons and around the school, although a small minority, mainly boys, have difficulty conforming to expectations. They understand how to keep healthy, but relatively few extra-curricular opportunities for sport or exercise restrict their physical activity. They show concern for others, both within school and externally, such as through raising money for charities. The narrow range of additional opportunities beyond lessons and the fact that activities to promote personal development are not coordinated across the school means that pupils are not given enough opportunities to improve their skills in these areas. Despite having some positive social skills, their below average attendance and low standards in basic skills means that they are not well enough equipped for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<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>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Some teaching is satisfactory and a small amount is good. In the most effective cases, lessons are appropriately planned to take account of pupils' different needs, suitable, interesting tasks are set, their purpose is clearly explained and pupils are actively engaged in their learning. This is not the norm, however. Too often, planning, if it exists at all, lacks detail and does not show that teachers have thought enough about the differing needs of pupils. On occasions all pupils are given the same work, irrespective of their ability or age. Sometimes teachers talk for too long and so pupils do not have enough time to work independently or in groups. At other times pupils are told to get on with tasks without enough guidance about how to do so. Information about pupils' progress has started to be collected, but is not used to make sure that work is at the right level for all pupils, or to reflect enough on the impact that teaching is having on pupils' learning. Target setting is underdeveloped and pupils do not receive consistent or sufficient guidance on what they are aiming for and the next steps in their learning.

Although all required subjects are taught, the curriculum is not planned in a way that ensures that pupils' knowledge, understanding and skills are progressively developed during their time in school. This includes the basic skills of literacy, numeracy, and information and communication technology, as well as key learning skills such as problem solving, reasoning and research. The curriculum in Year 1 does not build enough on that in the Early Years Foundation Stage. Too little account is taken of the fact that there are some mixed-age classes when planning the curriculum. There are some developments underway, such as planning for a thematic approach and promoting creativity, but these are at early stages. A programme to promote pupils' social and emotional development is used, but wider provision for promoting pupils' personal development is not coordinated. Enrichment of the curriculum through visits out of school, visitors into it and extra-curricular activities are limited, especially for younger pupils, although when they do occur they are used to provide the stimulus for interesting work in some classes.

The school provides a welcoming environment and the positive relationships between adults and pupils help pupils to feel secure and able to turn to adults with any concerns. Pupils appreciate the 'worry box' and they feel the school is interested in their views, an area which they say has improved with the arrival of the new headteacher, whom they find very approachable. Satisfactory support is provided for those pupils who are potentially vulnerable, including those with special educational needs and/or disabilities and there is appropriate involvement of external agencies to increase the range of expertise available. Arrangements for transition into and out of school are satisfactory,

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although there are weaknesses in the transition between the Early Years Foundation Stage and Year 1. There has been a recent strengthening of procedures for promoting the care and support for pupils. However, these are very new and so have yet to be systematically implemented and monitored. A new learning mentor post, shared between two staff, has just been created with the intention that this provides extra capacity in these areas, but because this change is so recent it has yet to have any significant impact. For example, responsibility for monitoring attendance has been given to the learning mentors but as yet they have not had time to ensure that adequate systems are in place for this.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

In tackling the problems faced by the school, many of which are long standing, the headteacher has sought to develop relationships, build confidence and improve communication among the school community and in this he has been successful. All groups confirm that an open and constructive approach is in operation. Since he took up post, speedy action has had to be taken on many fronts to establish appropriate management arrangements. Inevitably, this has meant that impact has been thinly spread. Required policies and procedures are now in place, but many are very new and their implementation is in the very early stages. Some aspects of work, such as steps to ensure consistency of provision or for monitoring its impact, are not yet comprehensive. Work to develop the skills of other senior leaders has started, but is also very recent, and improving middle leadership has yet to be focused on. The new tracking system is providing more detailed information about how pupils are progressing. This is a positive development and has helped clarify the nature and extent of the problems, but it is not yet fully reliable. The progress seen in pupils' work over the last term, for example, does not fully accord with assessments made about their progress.

The school has become a more cohesive community recently, and partnerships with parents and carers, and others beyond the school, have strengthened. Community cohesion has not yet been promoted on a wider scale. Arrangements for safeguarding pupils are satisfactory. Although the governing body has not been able to ensure that the school is effective enough, the steps it has taken to promote this have been instrumental in bringing about the recent improvements. The governing body has a clear understanding of what further action is necessary and what is being aimed for and is



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actively monitoring developments. There is a large deficit budget, albeit with an agreed plan to reduce it in place. In view of the inadequacies in provision and outcomes, the school is providing inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>4</b>

## Early Years Foundation Stage

Provision and outcomes in the Early Years Foundation Stage are satisfactory, but they are improving and there are positive features to the unit's work. Good induction arrangements help children settle in quickly, assisted by positive relationships with parents and carers. Staff work well as a team, overseen by the headteacher, and have promoted much greater consistency of practice in a relatively short space of time. An attractive and well-planned environment has been created with specific areas devoted to different areas of learning. Displays are vibrant and resources are accessible to children. There is a good balance of adult-directed and child-initiated activities. Adults interact well with children and use questions well to help develop their language and understanding. Improving children's writing skills is a current focus. It is recognised that the outdoor area for Reception children is underdeveloped. Assessment processes are not used consistently across the unit to plan children's next steps in learning.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

The majority of parents and carers who returned questionnaires were supportive of the school. The largest number of accompanying comments was about the positive changes in culture brought about by the new headteacher. The largest number of negative comments was about pupils' safety, mainly because of bullying or other poor behaviour, and the lack of progress made by their children. Inspectors agree that the headteacher is making a positive difference to relationships with parents and carers. They do not judge that pupils' safety is compromised by the behaviour of other pupils or that bullying is widespread, and judge that the latter, when it occurs, is appropriately dealt with. They do agree that pupils are not making enough progress in their learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Fountain 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	57	43	41	2	2	0	0
The school keeps my child safe	55	52	42	40	5	5	2	2
The school informs me about my child's progress	35	33	54	51	12	11	0	0
My child is making enough progress at this school	37	35	51	49	13	12	2	2
The teaching is good at this school	43	41	51	49	7	7	0	0
The school helps me to support my child's learning	37	35	50	48	14	13	0	0
The school helps my child to have a healthy lifestyle	33	31	56	53	9	9	1	1
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)	33	31	55	52	6	6	0	0
The school meets my child's particular needs	33	31	58	55	10	10	0	0
The school deals effectively with unacceptable behaviour	28	27	48	46	16	15	7	7
The school takes account of my suggestions and concerns	30	29	51	49	15	14	1	1
The school is led and managed effectively	47	45	48	46	6	6	2	2
Overall, I am happy with my child's experience at this school	46	44	49	47	7	7	1	1

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.**



23 January 2010

Dear Pupils

Inspection of Fountain Primary School, Leeds, LS27 0AW

Thank you for being so friendly and welcoming when my colleagues and I visited your school. I really enjoyed meeting you and I am writing to tell you about our judgements. The positive features of your school include the fact that staff care for you all and you feel safe and able to talk to teachers about anything that worries you. You come to school keen to learn, do what teachers ask you to and try hard in lessons. Most of you behave appropriately and you play and work nicely with each other. You are polite and show concern for others, such as when you raise money for charities.

There are some areas that are not so positive. Some of the teaching in the school is helping you learn well, but quite a bit of it is not helping all of you to make enough progress. We have asked the teachers to:

- make sure that work is not too hard or too easy
- explain the work clearly and make it interesting
- involve you more in your work and give you guidance on how you can improve
- improve the curriculum so that you develop all your skills as much as possible.

Most of you come to school regularly and on time but we think that attendance should be better. You like your new headteacher and he and the school's governors are working hard to improve your school for you. Other staff are keen to improve it too, and we think there is more that they need to do to help achieve this. We have asked the school to improve all of these areas. We think the school needs some extra support to help it improve and to become a good school. We have therefore placed the school in special measures. This means that extra support will be given to the school and regular checks will be made on how well it is improving.

You can all help your teachers by coming to school regularly and continuing to work hard and doing your best. I send you and your teachers very best wishes for the future.

Yours sincerely

Ms Joan McKenna

Lead inspector

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