

Park Spring Primary School

Wellstone Avenue, Leeds, West Yorkshire, LS13 4EH

Inspection dates 2–3 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. From their starting points in the Nursery, which are usually well below average, pupils make good progress so that, by the end of Year 6, they reach standards in line with those expected nationally.
- Pupils' achievement has improved since the last inspection. For example, pupils now write with confidence and enthusiasm and standards in writing are now above average by the end of Year 6.
- Teaching is good and some is outstanding. Teachers build up a great deal of information about each pupil and their learning. They take this carefully into account when they plan lessons. Activities are interesting and pupils say that lessons are fun.
- Teaching assistants make a good contribution to lessons and pupils' good progress.
- Pupils' behaviour is good. They enjoy coming to school, say they feel safe and they work well together.
- The revised curriculum motivates and encourages pupils to learn. They clearly enjoy being at school and their attendance is continuing to improve.
- The headteacher creates a strong sense of purpose. The contribution of everyone is highly valued. Staff are all keen to improve their skills still further.
- The governing body provides a good level of both challenge and support. As a result of effective leadership and management, pupils' achievement, the quality of teaching, and pupils' behaviour and attendance have all improved since the last inspection.

It is not yet an outstanding school because

- Although most teaching is good, not enough is outstanding. A very small minority requires improvement.
- Pupils are not always given enough opportunities to learn on their own and work things out for themselves.
- Tasks do not always provide enough challenge, particularly for the more-able pupils.
- Teachers' marking does not always show pupils how to improve their work. They are not always given enough time to respond to teachers' advice.
- The role of subject leaders is still developing. They are not yet fully accountable for improving the quality of teaching and pupils' achievement.

Information about this inspection

- Inspectors observed 23 lessons taught by 11 different teachers and a number of support staff. Two lessons were observed jointly with senior leaders.
- Meetings were held with pupils, representatives of the governing body and local authority, and staff.
- Inspectors took account of the 15 responses to the online questionnaire (Parent View). Inspectors also considered the school's own survey of parental views and spoke informally with parents.
- Inspectors observed the work of the school. They looked at a range of documentation, including the school's procedures for gaining an accurate view of its performance, improvement plans, the school's own information about pupils' progress, pupils' workbooks, and records relating to child protection and safeguarding procedures.

Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Tracy Fulthorpe

Additional Inspector

Full report

Information about this school

- Park Spring is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is higher than average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- Most pupils are from White British and other White backgrounds. Few pupils speak English as an additional language.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school has experienced recent staffing changes due to maternity leave.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching so that it is consistently good and a higher proportion is outstanding to enable more pupils to make better than expected progress, particularly the more able, by ensuring that:
 - all pupils are suitably challenged throughout their lessons
 - all teachers provide pupils with more opportunities to work things out for themselves, deepen their thinking skills and develop their ability to learn on their own
 - marking always shows pupils what they need to do to improve their work and teachers provide more opportunities for pupils to respond to the advice given.
- Further develop the skills of subject leaders; giving them increased independence and accountability for monitoring and improving the quality of teaching and pupils' achievement.

Inspection judgements

The achievement of pupils is good

- When they start in the Nursery most children's skills are well below those typically expected for their age. Children's communication and social skills are often especially weak. In the Nursery and Reception classes, staff seize every opportunity to help children develop in these areas. Children make particularly strong progress in speaking and listening, learning to share, taking turns and making friends.
- Pupils continue to make good progress overall as they move up through the school. However, over recent years progress has been better in Key Stage 2 than Key Stage 1 where there have been staff changes. This contributed to the dip in the reported results of teacher assessments at the end of Year 2 in 2012. This has now been resolved, however, and pupils are making good progress in Key Stage 1 because teaching is good. Attainment at the end of Year 2 is rising.
- Attainment at the end of Key Stage 2 in English and mathematics has been broadly average since 2010. School data and inspection evidence show that attainment of pupils currently in Year 6 is higher than previously. An above average proportion of are now making expected and better than expected levels of progress between Year 3 and 6, particularly in mathematics.
- Achievement in writing has improved significantly since the last inspection. Pupils have a particularly wide range of vocabulary that they successfully apply when completing writing activities. Topics are chosen that interest them, such as pirates, or that are relevant to their own experiences, such as where we live. Pupils are ready, willing and able to write.
- Pupils make good progress in reading throughout the school. Younger pupils have a good understanding of phonics (the sounds made by letters). Less-able pupils use this successfully to help them tackle unfamiliar words. More-able pupils read fluently and with great enjoyment.
- Pupils known to be eligible for the pupil premium achieve equally well to others. Effective targeted support is provided. In 2012, for example, the attainment of pupils known to be eligible for free school meals in English and mathematics was about one term behind other pupils in the school. This gap is narrower than seen nationally. They reached above average standards compared to similar pupils nationally, especially in writing and mathematics. This demonstrates the school successfully promotes equality of opportunity.
- Disabled pupils and those with special educational needs are supported well. Programmes to help them to improve their skills are chosen carefully and a range of professionals and agencies also contribute to pupils' good progress.
- The additional support given to the few pupils who speak English as an additional language ensures that they make progress that is at least in line with, and sometimes better than, other pupils.

The quality of teaching is good

- Teachers and teaching assistants develop very good working relationships with pupils. Adults make it clear that they respect and care about each pupil, doing their utmost to boost pupils' self-esteem. Pupils are confident to tackle hard work or to ask for help, certain that staff appreciate their efforts and understand their difficulties.
- Lessons are planned and prepared carefully. Teachers have an up-to-date knowledge of what each pupil knows, understands and can do and the next steps they need to take. They usually make good use of all this information so different groups of pupils make equal progress. However, there are occasions when work is too easy to challenge pupils to reach higher levels of attainment, particularly the more-able pupils.
- Teachers are knowledgeable about the curriculum subjects. They give clear explanations and helpful demonstrations to pupils.
- Teaching assistants play a full part in enabling pupils, particularly disabled pupils and those with

special educational needs, to make good progress. They share teachers' high expectations and encourage pupils to try hard.

- When marking, teachers praise pupils' efforts. Pupils talk positively about 'Reflective Learning Time', when they are given time to consider how to improve their work. The benefits of this are sometimes diluted because marking does not always indicate how pupils can improve their work. Pupils are not always given time to respond promptly to teachers' advice after receiving their work back. Marking does not always lead to improvements in learning.
- Developing pupils' literacy skills is a strong focus in all lessons. Pupils are given many opportunities to practise their writing skills and standards in writing are rising.
- The teaching of mathematics has improved. Teachers are now confident at using different methods and resources to help to improve pupils' mental arithmetic and written calculation skills. Pupils' progress in mathematics is improving at a good rate.
- Children in the Early Years Foundation Stage are encouraged to choose their own activities and take responsibility for their learning. Between Years 1 and 6, pupils are not always encouraged to think for themselves, deepen their thinking skills and work on their own. They sometimes rely more than is necessary on adults and this holds back their learning.
- Some teaching is outstanding. In an outstanding mathematics lesson about using the column method to subtract numbers, adults ensured that all pupils were fully involved and excited about their learning. Competitions and high level questions, some of which were created by pupils, ensured that pupils consistently challenged themselves to achieve their very best.

The behaviour and safety of pupils are good

- Most pupils are keen to learn and want to do well. They enjoy coming to school.
- Children in the Nursery and Reception classes gain good social skills because adults recognise the importance of developing this aspect of children's learning right from the start.
- Staff consistently apply the school's behaviour management procedures. In lessons, pupils' good behaviour enables them to concentrate on their learning.
- The school works hard to focus on positive behaviour and rewards. Pupils appreciate the privileges they get for good behaviour and attendance, such as, 'Friday Fun Time' and 'Star of the Week'. This has contributed to the improvements evident in behaviour and attendance.
- Pupils move around school in an orderly manner and are considerate in the dining room.
- Pupils thoroughly enjoy their playtimes. They say that there are occasional incidents of pushing and name-calling. However, school records indicate that such events are unusual.
- A few pupils need significant help in order to manage their own behaviour. Staff, particularly the learning mentor, and several agencies work together well to support these pupils. Typically, pupils make great strides in learning to cope with their emotions. Pupils say that they feel very safe in school. Parents confirm this. Pupils feel 'looked after' and know how to keep themselves safe, for example when using social media.
- Older pupils understand what is meant by 'bullying' and say that there are few instances of bullying in school. Younger ones are less clear about the difference between bullying and arguing or getting cross. Pupils of all ages know that they should report any concerns and are confident that staff would act quickly and effectively.
- There have been no exclusions over the past two years. Attendance has increased and is now average. The number of pupils who are often absent has decreased. Most pupils arrive on time to school and to lessons.

The leadership and management are good

- The headteacher and governing body have a clear vision for the continuing development of the

school. They are determined, ambitious and have high aspirations.

- Since the last inspection, leaders have steered the school successfully through a period of staffing change. They have an accurate, well-balanced view of the school's strengths and weaknesses. They have succeeded in turning around previous underperformance and have secured significant improvements, including to teaching and pupils' behaviour, attendance and achievement.
 - All teachers use agreed approaches to teaching, for example 'classroom non-negotiables' and there is regular monitoring of teaching. These approaches have served to improve the quality of teaching and accelerate pupils' progress. Variability in teaching has reduced. All teachers are committed to improving their practice and are supported by frequent training opportunities. There is a good range of partnerships with other schools, enabling staff to share good practice.
 - Pupils' progress is tracked frequently and rigorously. The school's data show that pupils' progress is speeding up in all year groups. There is a good capacity to improve further.
 - Good systems are in place to manage teachers' performance. Targets set for teachers are clearly linked to whole-school priorities and hold teachers to account for the progress of their pupils.
 - Revisions to the curriculum, such as providing more interesting activities that motivate pupils to learn, are paying dividends. The subjects pupils learn are broad and balanced. Pupils enjoy a wide range of opportunities provided beyond lessons. They especially enjoy trips and visits. This is an inclusive school. No child is prevented from taking part in such experiences. The school tackles any discrimination and successfully promotes tolerance and respect.
 - Subject leaders continually seek new opportunities to extend pupils' learning further. For example, during 'Global Week', pupils applied their basic skills in a range of ways while successfully broadening their respect for and knowledge of other cultures. The role of subject leaders is still developing. They are not yet fully accountable for improving the quality of teaching and pupils' achievement in their areas of responsibility.
 - All parents who responded to the online questionnaire stated that their child feels safe and would recommend this school. Since the last inspection, the school has successfully increased the involvement of parents in the day-to-day life of the school.
 - The local authority provides good support and challenge. The School Improvement Officer has an in-depth knowledge of the school and works closely with the headteacher. Support has included working with the school to ensure accurate assessment of pupils work.
 - **The governance of the school:**
 - Governors are committed to the school. They systematically check on the progress of the school's development plan. They provide challenge and support for school leaders, holding them to account for the quality of teaching and pupils' achievement. Governors understand and regularly review the school's data about pupils' performance and know how it is used to set targets. They have an accurate picture of the school's strengths and weaknesses, including the quality of teaching and learning. Governors manage teachers' performance well and ensure that resources and staff are efficiently deployed; including linking staff pay to pupils' achievement. They account for the use of the pupil premium funding and understand how it is helping to raise the attainment of eligible pupils. Governors work well in partnership with the local community. They actively encourage parents to come into school. Governors ensure that the school keeps pupils safe. Statutory requirements to safeguard pupils are met.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107964
Local authority	Leeds
Inspection number	405140

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	273
Appropriate authority	The governing body
Chair	Sue Wood
Headteacher	Rachel Horan
Date of previous school inspection	7 July 2011
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