

Leamington Primary and Nursery School

Inspection report

Unique reference number	122467
Local authority	Nottinghamshire
Inspection number	380479
Inspection dates	8–9 February 2012
Lead inspector	Ruth McFarlane

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	360
Appropriate authority	The governing body
Chair	Kier Barsby
Headteacher	Peter Hardern
Date of previous school inspection	18 November 2008
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Age group	3–11
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Introduction

Inspection team

Ruth McFarlane

Additional inspector

Heather Phillips

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David King

Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Twenty lessons were observed and 13 teachers were seen. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed the school's work, listened to pupils read and looked at safeguarding arrangements, development planning and records of pupils' progress and achievement held at the school. In addition, they analysed questionnaires from 48 parents and carers, 10 pupils and 30 staff.

Information about the school

This school is larger than average. The percentage of pupils known to be eligible for free school meals is approximately twice the national average. The percentage of disabled pupils and those with special educational needs is above the national average but fewer than average have statements of special educational needs. Almost all pupils are of White British heritage. The Early Years Foundation Stage comprises a Nursery for three-year-olds to attend part-time, and two Reception classes for children aged four to five years. The school meets the government's current floor standard.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Astute leadership and good strategic planning, rooted in robust checks on the quality of teaching and pupils' progress, have enabled the school to focus on key priorities and build well on key strengths. As a result, sustained improvements are evident in all aspects.
- Pupils' achievement is good and their attainment has risen significantly in recent years to broadly average. In reading in the current Year 6, standards are above average.
- The school promotes pupils' spiritual, moral, social and cultural development well through a broad and interesting curriculum, with a good range of themed work to inspire learning. Opportunities for developing pupils' writing and mathematical skills do not extend fully to all areas of the curriculum.
- The teaching is good and ensures that all groups of pupils make progress at rates faster than the national average, including disabled pupils and those with special educational needs. There remain a few inconsistencies, particularly in the teaching of mathematics and writing. In a few lessons, the pace is too slow and too much is led by the teacher, limiting the time pupils have to complete work, especially in their writing. Mathematics teaching in Year 6 is exceptional, but, in a small minority of lessons in the rest of the school, there is, occasionally, insufficient stimulation to appeal to pupils' imaginations and for them to think out solutions to mathematical problems.
- Pupils' behaviour and safety are good. Pupils show considerable respect and care for each other, and have very positive attitudes to learning. This is because all adults provide high levels of support and nurture for pupils.

What does the school need to do to improve further?

- By July 2013, eliminate the remaining inconsistencies in teaching and ensure a much higher proportion of outstanding lessons by:
 - increasing pace, providing more opportunities for independent activities and giving pupils time to complete tasks
 - including more interactive, practical problem-solving activities, especially for younger pupils
 - planning more opportunities for pupils to use literacy and numeracy skills across the curriculum, especially in the themed work
 - providing more opportunities for staff to share the best practice

Main report

Achievement of pupils

Children enter the school with skills that are low compared with those expected. Most parents and carers agree that their children make good progress and achieve well. This matches inspection findings that progress is good at all stages. In the Early Years Foundation Stage, the children respond well to the well-planned activities and themed learning inside and outside. They talked excitedly about the visit, the previous term, of two reindeer, that had clearly formed the basis for a range of lasting learning. Not all opportunities are taken by adults to reinforce children's familiarity and understanding of number, for instance, in the good number-based activities that children choose for themselves. Therefore, pupils enter Year 1 with below-average problem solving, reasoning and numeracy skills in a broadly average picture.

There are also minor inconsistencies throughout the school in pupils' progress in writing, especially for boys. This gap is closing quickly now because boys have responded well to the themed weeks and other strategies. Notably, the gap between the performance of pupils known to be eligible for free school meals and all pupils nationally has narrowed. Disabled pupils and those with special educational needs make good progress. Their needs are well-managed through individual education plans and one-to-one tuition where appropriate. By the end of Year 6, pupils' attainment is broadly average. In reading, attainment at Key Stage 1 is average. Pupils can sound out unfamiliar words correctly, in line with their age, and use clues in the story to help them read. By the end of Year 6, attainment in reading has also been average in recent years, but it is above in the current Year 6. Pupils talk about their reading books enthusiastically, appreciating the author's use of humour and description. They give well-founded reasons for their preferences for different authors.

A lively atmosphere of learning pervades classrooms. Typically, pupils are thoroughly engaged. They are willing to respond to teachers' questions, and ask their own. Their progress soars in lessons that proceed at a brisk pace, with exciting practical activities. For example, in a phonics (linking sounds and letters) lesson in Reception, children made rapid progress in a fast-moving session using a variety of good resources. In a Year 6 mathematics lesson for more-able pupils, excellent independent learning skills were evident. Guidance from the teacher was clear and carefully linked to targets, yet enabled pupils to choose for themselves from a range of challenging problems.

Quality of teaching

Parents and carers, and pupils, believe that teaching is good in the school. The improvement has come about largely as a result of carefully targeted professional development and some astute new appointments. The impact is seen particularly in the teaching of phonics and reading, and in mathematics for upper Key Stage 2 pupils. Phonics teaching engages the pupils. It is consistently effective from

Reception and through Key Stage 1 and extends into Key Stage 2 where appropriate. There remain a few inconsistencies in the teaching of mathematics. Pupils' opportunities to respond to teachers' feedback in marking are fewer in mathematics, so skills are not fully consolidated, and some lessons for pupils up to and including Year 4 are over-reliant on worksheets and offer too little practical stimulation or opportunities for pupils to get on with challenging independent work. Tasks are, on a few occasions, unrelated to real-life problem solving, and require only the completion of list of sums.

Teachers promote pupils' reading, speaking and listening skills and their spiritual, moral, social and cultural awareness well throughout the curriculum, including through the themed work. For instance, in Reception, children's confident performance for parents and carers of Michael Rosen's *'We're Going on a Bear Hunt'* ran alongside an exhibition of their artwork, showing their interpretation of the story in the style of professional artists such as Jackson Pollock. This linked learning enriches the impact of teaching throughout the school, although teachers do not fully exploit the opportunities for pupils to apply mathematical and problem-solving skills, and writing skills, through the themed learning. In the best lessons, the pace is quick, and good questioning enables teachers to pick up difficulties and modify the teaching to meet the needs of the pupils. On a few occasions, pupils are passive for too long and then have insufficient time to finish their written work.

Behaviour and safety of pupils

Pupils' behaviour in lessons and around the school is typically good. Pupils are genuinely enthusiastic about learning and eager to contribute. Girls and boys participate fully in paired work and whole-class talk. Pupils regularly collaborate in mixed groups and relationships are strong. A small minority of parents and carers raised concerns about behaviour, but school records of incidents, and discussion with pupils, including about bullying, showed that incidents have been few and have been well handled. In the playground pupils say they feel safe because of 'the presence of grown-ups'. Pupils are confident in adults' ability to respond promptly to any problems they have. Pupils agree that incidents of bullying of any kind are rare and dealt with effectively by the school. Through the good personal, social and health education programme they learn about different forms of bullying, such as the types that might occur when using the internet or mobile telephones, and the nature of prejudice-based bullying. Parents and carers agree that the school does all it can to ensure the safety of the pupils.

Pupils are polite and courteous to each other and towards visitors. Older pupils show mature social and caring skills, serving 'family service' lunch at the tables for younger ones. Pupils report that school is fun, and the high levels of care and attention given to individuals contribute to their feelings of safety and to their good behaviour. Attendance has improved markedly in the past year but a small number of parents and carers still find it difficult to cooperate with the school in ensuring their child's regular attendance and punctuality.

Leadership and management

Good teamwork achieves the priorities of the well-devised school development plan

and almost all aspects of the school have improved since the previous inspection. Pupils' good achievement is evidence of the impact of the school's work. It demonstrates the school's capacity to sustain improvements and reflects effective leadership at all levels. Members of the governing body play a significant role in supporting the strategic development of the school and contribute to robust checks on the quality of teaching and learning.

Staff are supported by well-targeted professional development. This has contributed substantially to improvements in the quality of teaching although opportunities to share best practice are too few, especially in the teaching of mathematics and phonics. A large majority of parents and carers who responded to the questionnaire were strongly positive about the school. The daily 'playshop' that starts each day in the Early Years Foundation Stage enables staff, parents and carers to talk about how children learn so that parents and carers can help and support their children's learning at home. Good links exist with the local church and the associated community group.

The curriculum provides wide-ranging opportunities to stimulate and engage pupils' interests and individual needs, including well-planned, themed learning weeks and special writing projects to deal with identified weaker areas. A strength of the curriculum is its contribution to the good spiritual, moral, social and cultural development of the pupils including through a well-planned programme of personal, social and health education. Themed learning linking subjects together is developing and is popular with pupils. Currently, writing and mathematics skills are not robustly audited across the whole curriculum to ensure thorough coverage.

The governing body and the school's leaders and managers ensure that statutory requirements in safeguarding are met. They promote equal opportunities fully for all groups of pupils and this is reflected in the equivalent good progress made. Discrimination is not tolerated. As one parent or carer commented, echoed by others, 'The staff are very caring and they try hard to help all the children to succeed, whatever their needs.' The provision of a 'nurture group' for pupils who may find good behaviour in class difficult, and an 'art room group' that enables pupils to talk with a trained practitioner and express feelings through art, are just two examples of the school's promotion of equal opportunities.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



13 February 2012

Dear Pupils

Inspection of Leamington Primary and Nursery School, Sutton-in-Ashfield, NG17 5BB

Thank you so much for making us feel welcome when we visited your school recently. You told us many of the good things about your school, and how you enjoyed learning because it is so much fun. Thank you to those of you who responded to the questionnaire. We enjoyed being shown around the school by a small group of you, who pointed out all the work you do and talked to us about why you all get on so well together.

Yours is a good school. By the time you leave, you are reaching the same standards now as most children of your age. The school does a lot to help you to understand the difference between right and wrong. You told us that you feel safe in school because teachers and other adults look after you and help you understand how to keep safe. You behave very well.

We noticed how much you enjoy taking part in lessons and always try to do your best and get better at your work. Your headteacher and the staff are also keen to make the school even better. We have asked your teachers to help you use mathematical and writing skills more often during the day in different subjects, so that you can all achieve better. We have asked the school to make sure you have more time in your lessons to get on with the exciting tasks the teachers get ready for you rather than spending most of the lesson listening to the teacher, which happens sometimes.

You can all help by continuing to show an interest in what you are learning. We trust that you will all continue to behave well and attend school regularly. We wish you all the best for the future.

Yours sincerely

Ruth McFarlane
Lead inspector

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