

# The Lincoln Manor Leas Junior School

## Inspection report

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<b>Unique reference number</b>	120437
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	380021
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	Alan Lemon

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Farley
<b>Headteacher</b>	James Greenwood
<b>Date of previous school inspection</b>	21 June 2007
<b>School address</b>	Hykeham Road Lincoln LN6 8BE
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<b>Fax number</b>	01522 881371
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	22–23 February 2012
<b>Inspection number</b>	380021



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## Introduction

Inspection team

Alan Lemon

Additional inspector

Aune Turkson-Jones

Additional inspector

Andrew Read

Additional inspector

This inspection was carried out with two days' notice. Seventeen lessons were observed involving thirteen teachers. Meetings were held with groups of pupils, representatives of the governing body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at school policies, the school's data on pupils' attainment and progress, its self-evaluation report and a report from an external review of the school's work. Inspectors scrutinised the 120 questionnaires completed by parents and carers along with questionnaires returned by staff and pupils.

## Information about the school

The school is larger than the average-sized primary school. The large majority of pupils are of White British heritage and the proportion known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is average but there are more pupils with a statement of special educational needs than is usual in a school of this size.

The school meets the current government floor standards for attainment and progress in English and mathematics. It has an Eco environmental award for recycling and Healthy Schools status. Pupils have achieved many awards in a wide range of sports and in 2011 they were the county champions in indoor athletics and football. A breakfast club, not managed by the governing body, opened in January 2012.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Achievement is good and by the end of Year 6, attainment in English and mathematics is above average. It is not an outstanding school because the expectations set for the most able pupils are not high enough; they are capable of even higher standards of attainment.
- The school promotes positive aims and values very effectively. These contribute significantly to pupils' good personal development and attitudes to learning. Their spiritual, moral, social and cultural development and their behaviour are outstanding. They work hard, act responsibly and help each other to feel safe and achieve well. Their outlook on the world is positive and they hold each other in high regard. Pupils enjoy school and attendance is high. The large majority of parents and carers wholeheartedly endorse the school and are happy with their children's experience there.
- Teaching is good, ensuring pupils make good progress. The effective learning taking place in most lessons is the result of good planning, high expectations, challenging work and opportunities for pupils to take charge of their learning, by working together and evaluating how well they have learnt. Differences in approach to setting pupils' targets and supporting them in improving their work leads to some inconsistency and lower expectations in a few lessons.
- The curriculum ensures pupils develop their knowledge, skills and understanding, particularly in English and mathematics. The curriculum is greatly enriched by learning opportunities for art, music and sports in particular in which school teams excel.
- Good leadership has maintained the school's good overall effectiveness. Teaching is evaluated effectively by senior leaders, who ensure it continues to improve through thorough performance management, training and sharing good practice. The school's self-evaluation has not been sufficiently focused on eliminating inconsistencies in teaching to ensure the most able pupils are being fully challenged and making the progress that they should.

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

- Increase the expectations set for the most able pupils and ensure they are given work leading them to achieve the highest levels in English and mathematics.

- Sharpen the focus and rigour of school self-evaluation by:
  - checking that pupils, the most able in particular, are set ambitious targets
  - scrutinising pupils' exercise books to check that marking provides the support and advice pupils require in order to improve their work.

## **Main report**

### **Achievement of pupils**

Achievement is good and parents and carers rightly believe their children are making good progress. Throughout the school, pupils have positive attitudes to learning and are keen to improve their knowledge, skills and understanding. In tackling work they are confident, enthusiastic and use excellent social skills in working together to think out and solve problems. Teaching does not always capitalise as much as it could on pupils' willingness to learn, for example by being more consistent in supporting them to evaluate their work and by giving them more sharply focused advice on how to improve their work. However, learning and progress are good and have been so for several years, most consistently in mathematics. New opportunities for pupils to hone their mental calculation and problem-solving skills are evident in teaching and have raised achievement. Pupils coming into Year 3 do so with broadly average attainment but by the end of Year 6, their English and mathematics are above average. Currently, the majority of Year 6 pupils are reaching above average attainment in English and mathematics, most particularly in writing. The great majority are skilled and confident readers, who enjoy books and take real interest in pursuing independently a wide range of literature. The good standard of writing is the result of leaders successfully raising expectations across the school. Pupils' writing is exhibited prominently in many attractive displays throughout the school and writing is enjoyed. Many take great pride in producing carefully scripted and well-presented work in a wide variety of handwritten and word-processed forms such as letters, stories and pamphlets.

Even though attainment is above average and achievement good, the few most able pupils are not challenged to the extent they could be. Their targets are aimed at a high level but not the highest level, and this fact reflects some lack of ambition in teaching. The school's strategy for its gifted and talented pupils is effective in promoting good opportunities to develop talents such as in sports and music. It is not so effective in singling out academically high achieving pupils and ensuring they are fully challenged.

Disabled pupils and those who have special educational needs make good progress as they are effectively encouraged and supported in their learning. In lessons and through programmes of additional teaching, reading, writing and numeracy skills develop well, rapidly for some. The gap between their attainment and that of others is not as wide as is often found in other schools.

### **Quality of teaching**

Teaching is good and has been effective over time in maintaining good achievement and above average attainment. All of the parents and carers and pupils who

completed questionnaires thought teaching was good. Teachers' very good rapport with pupils engages them and ensures they constantly experience and adopt the school's positive values, very effectively promoting pupils' spiritual, moral, social and cultural development. This encourages pupils' high aspirations, mutual respect and great willingness to contribute and be helpful to others. Most teaching sets high expectations and a good pace of learning. An example of powerful teaching meant pupils worked at a sustained and challenging pace and met the teachers' high expectations. This gave them the motivation and confidence to interpret a complex text and point out key vocabulary that made the writing interesting and effective. Pupils are managed well and this makes them strive for outstanding behaviour and a very positive attitude to learning. The curriculum is broad and provides a variety of challenging experiences that pupils enjoy. Work and activities are planned well and based firmly on clear learning objectives. Pupils are motivated by good questioning and teaching approaches that frequently lead them to learn independently and work together effectively.

Not all teaching is accomplished in these respects and occasionally this makes learning satisfactory rather than good. Even though the use of assessment is generally good, work is sometimes not closely matched, or targets set, to challenge the most able pupils. In one Year 6 lesson the mathematics work was set at an average level when many pupils could achieve more. However, disabled pupils and those who have special educational needs are well catered for in terms of planning and effective support. Teaching assistants ensure that they regularly achieve as well as other pupils do. A few pupils indicated in their questionnaires, and it came out in discussions, that they were unsure that marking helped significantly to improve their learning and progress. Inspection evidence supports this view. Marking does not always provide the detailed guidance pupils need to push them towards higher achievement.

### **Behaviour and safety of pupils**

Behaviour is outstanding because the vast majority of pupils appreciate and adhere to the school's very strong and well-communicated values. Pupils enjoy school thoroughly and attendance is high. They readily engage in learning and make good efforts in contributing to lessons even when they are not so stimulating. When lessons are truly lively, they become highly motivated and work together industriously. With minimal intervention by staff, pupils conduct themselves in exemplary fashion in lessons and around the school. As a result, pupils are safe and this matches the overwhelming view of parents and carers about their children's safety. Outstanding spiritual, moral, social and cultural development manifests itself in pupils constantly demonstrating a positive regard and respect for each other and expressing this clearly in fulfilling responsibilities as peer mediators, playground buddies, writing champions and mathematics ambassadors. They are taught about the detrimental effects of all forms of bullying, and combatting bullying is given a high profile in the school's annual anti-bullying week. Pupils acknowledge there is some bullying which is physical and verbal but they nevertheless feel safe and gain reassurance from the resolute way in which the school responds to the very few incidents.

## Leadership and management

Leadership and management are good. Parents' and carers' views are overwhelmingly positive and leaders are determined in engaging them constructively in the life and work of the school. Clear aims and values are embedded and have been maintained over many years. These create a warm atmosphere and have sustained the curriculum's wealth of learning experiences, all of which contribute significantly to pupils' good achievement and personal development. Equality is promoted and discrimination tackled effectively. Pupils are made to feel safe and the arrangements for safeguarding them are robust. The school is a cohesive community which looks well beyond itself and widens pupils' perspectives on the world. Their spiritual, moral, social and cultural development is strongly promoted and, as a result, is outstanding.

Leadership gains its strength from the large and effective senior leadership team and the wide range of well-developed responsibilities distributed among staff. The governing body supports the school well by fulfilling its duties, staying well informed and in close contact with staff and pupils. The high profile given to professional development, performance management and the sharing good practice with other schools all contribute to strong leadership and its clear direction in accomplishing high standards of attainment.

Leaders exert high expectations, drive improvement and give the school the good capacity to sustain improvement. In total, leaders have a comprehensive overview of the school's work and good systems of management for evaluating its effectiveness. Leaders keep close track of pupils' performance and this gives rise to timely interventions to support pupils whose progress is too slow. However, it is not as effective in questioning whether the challenge for the highest attaining pupils is sufficient. While the school aims to match the attainment of the top 25% of similar schools, it could go higher. Teaching is monitored regularly and this is leading to improved approaches to learning, which are established in most lessons. Leaders' desire that teachers should develop their practice in ways that suit them gives rise to some inconsistent and, therefore, less effective use of assessment in setting very challenging targets and in the quality of academic guidance offered to pupils. While this has had minimal impact on achievement overall, it highlights a gap in an otherwise accurate evaluation of teaching.

## 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](http://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.**



24 February 2012

Dear Pupils

### **Inspection of The Lincoln Manor Leas Junior School, Lincoln, LN6 8BE**

Many thanks for your very warm welcome when we visited recently to inspect your school. Thanks also for your contribution to the inspection, particularly the groups of pupils who we heard read, whose exercise books we examined and who met with an inspector to share their views of school and to discuss their work.

Your school is a good school and these are some of its most important strengths:

- You are making good progress and by the end of Year 6 your English and mathematics are above average.
- Your behaviour is outstanding and, because the school is effective in developing you as independent, responsible individuals, your spiritual, moral, social and cultural development is outstanding.
- You enjoy school. Your attendance is high and your views of school are very positive.
- Teaching is good, although in a few lessons, not enough is demanded of the most able pupils and good advice for you on improving your work is limited.
- The headteacher and staff lead and manage the school effectively and ensure it is improving. However, school leaders are not rigorous enough in making sure the targets set for the most able pupils in particular are challenging and that you always get the best advice and support to improve your work.

I have asked the headteacher to ensure that teachers have the highest expectations of you especially so that the most able pupils reach the highest standards. You can help by continuing to work hard and if your targets are made harder, do your best to achieve them. I wish you all the very best for the future.

Yours sincerely

Alan Lemon  
Lead inspector

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