

The Old Leake Primary and Nursery School

Inspection report

| | |
|--------------------------------|-------------------|
| Unique Reference Number | 120682 |
| Local Authority | Lincolnshire |
| Inspection number | 358818 |
| Inspection dates | 8–9 December 2010 |
| Reporting inspector | Alan Jarvis |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|-------------------------------------|
| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 201 |
| Appropriate authority | The governing body |
| Chair | Jon Hooper |
| Headteacher | Susan Rayner |
| Date of previous school inspection | 12 November 2007 |
| School address | Old Main Road Boston PE22 9HR |
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Inspection number 358818

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed nine teachers in 16 classroom visits. Meetings were held with members of the governing body, the headteacher and senior staff responsible for key areas of the school's work. Inspectors looked at planning, minutes of meetings and other documentation, including that relating to safeguarding and pupils' learning and progress. Questionnaires returned by members of staff, pupils and 53 parents and carers were analysed.

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

- Do pupils make enough progress, particularly in writing?
- How well do teachers provide work which is challenging enough and well matched to pupils' needs, especially those of the more-able pupils?
- Does the school have secure evidence to support their view that pupils' personal development is good?
- How well do leaders and managers use monitoring and evaluation to improve teaching and the curriculum and so accelerate pupils' progress?

Information about the school

This average-sized school takes pupils from the local village and surrounding area. The proportion of pupils known to be eligible for free school meals is similar to the national average. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average and most of these pupils have specific learning difficulties or autistic needs. Pupils are taught English and mathematics in ability sets in mixed-aged classes. The school provides an after-school club from Monday to Friday. The school has experienced considerable staffing changes in recent years and several changes to its leadership, including in the governing body. The headteacher took up post in September 2010. The school has National Healthy Schools status and has achieved the Artsmark award.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils. It is now improving because of more stable staffing and the good steps being taken to improve teaching and learning. Its strength lies in the good care provided and pupils' effective personal development. Pupils know each other well and like the 'family feel' in the school. They feel very safe and confident that someone will listen to, and help, them if they have a concern. Pupils are courteous, well-mannered and their behaviour is consistently good in and out of lessons. They willingly take on responsibility in school and in the local community. For example, the active school council has helped make improvements to playground resources and pupils participate in community events and raise money for charity through Sports Relief and the 'Mad Hatters Tea Party'.

The vast majority of pupils are now making at least satisfactory progress and attainment at the end of Year 6 is broadly average. Within this picture there is some variation. The progress made in writing is not as strong as it is in reading and mathematics. As a result, attainment in writing remains below average, particularly for boys. This is because not enough stimuli are used to promote good quality writing and there are too few resources which appeal to boys. In addition, opportunities to write at length in other subjects of the curriculum are limited. In both writing and mathematics, not all of the more-able pupils reach the higher levels across the school. Both stem from some teachers not using the information they have on pupils well enough to pitch activities to meet the needs of different groups, and fully challenge the more-able pupils. Additionally, in mathematics, some teachers have gaps in their understanding of how to teach calculations and this limits pupils' attainment.

The proportion of good teaching is steadily improving but several inconsistencies remain which prevent good progress being the norm. Questioning in some lessons is directed at the lower- and middle-attaining pupils at the expense of challenging the more able. Lesson introductions or teacher-led activities are sometimes too long. This practice limits the time pupils have to consolidate their learning, either independently or in small groups. Marking is strong on correction but weak on identifying pupils' next steps in learning. While there is some good marking, a common policy is not used.

The headteacher has quickly made her mark, knows exactly how the school is performing and has a very clear view of the school's priorities. Changes in the school leadership and within the governing body have meant that systems for monitoring and evaluating provision have not been as strong as they ought to have been. The action taken by subject leaders to support teachers in accelerating pupils' progress, while improving, lacks rigour. Additionally, the visits that the members of the governing body make to school are not closely focused on seeing how well the priorities in the school development plan are being implemented and impacting on pupils' progress. Newly introduced systems mean

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that visits are becoming better focused and informed but practice is not fully embedded. Pupils' good personal development has been sustained and care improved through recent difficulties. This and an accurate self-evaluation together with staff now working well as a team, show there is a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- By September 2011, raise attainment in boys' writing and the attainment of all pupils in mathematics by:
 - introducing more stimuli such as film, drama, art and music to help promote purposeful writing, especially those which appeal to boys
 - increasing the opportunities for pupils to write at length in a variety of genres across the curriculum
 - addressing gaps in pupils' calculating skills.
- Within the next year, ensure that the vast majority of teaching is at least good and leads to good or better progress, especially for the more-able pupils, by:
 - matching activities more closely to the needs of pupils of all abilities
 - ensuring a consistently good balance between teacher-led activities and pupils learning independently or in groups
 - introducing an agreed policy for marking which provides pupils with challenging next steps for learning.
- Strengthen the impact of senior leaders and the governing body by:
 - ensuring subject leaders rigorously monitor and evaluate provision and take the right action to support teachers in securing pupils' good or better progress
 - enabling more members of the governing body to have a sharper understanding of the challenges by focusing their visits on school improvement priorities.
- Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Children start school with skills and abilities that are below those expected in the Early Years Foundation Stage. Attainment in writing has typically been below average in Years 2 and 6. Year 6 results have been drifting downwards and reveal that in 2010 pupils made too little progress through Key Stage 2. However, the school's accurate assessment records this term show that pupils' progress across the school has accelerated and the vast majority are making at least satisfactory progress. Attainment in reading and mathematics is average and has picked up in the latest National Curriculum tests.

Lessons seen during the inspection show that pupils enjoy their work and are mostly making satisfactory progress but in some classes this is good or improving. For example, in a higher ability Year 5 and 6 class, pupils were fully engaged and actively involved when describing a setting from Charles Dickens' 'A Christmas Carol'. In a Year 3 and 4 lower ability class, pupils worked steadily on using their two, three and five times tables and were engaged in the activities, but they were not given enough time on the tasks to

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consolidate their learning. The school is starting to raise the quality of boys' writing through giving them more interesting tasks and boys are working hard to succeed. This shows in the work in some classes, such as in Years 1 and 2 where pupils have made good progress from writing simple sentences to writing more at length. Pupils read daily, enjoy both fiction and non-fiction books and many read fluently. Those with special educational needs and/or disabilities receive the support they need to make satisfactory progress. In lessons they are fully engaged, work steadily through their tasks and those with autistic or dyslexic needs keep on task and sustain their learning.

Pupils attend regularly and are punctual. Their broadly average attainment in English and mathematics and sound application of these skills across the curriculum are satisfactorily preparing them for secondary school. Pupils engage enthusiastically in the many sporting and cultural opportunities on offer in the school and locally, and have a strong sense of the consequences of their actions because of their strong response to the school promise of: 'I will respect the needs of others and do the best in everything I do.' However, their knowledge and awareness of cultures other than their own is variable.

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 | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| 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 | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is improving because the headteacher's incisive monitoring has identified where weaknesses remain and these are being tackled robustly. Pupils are engaged in lessons and their behaviour is good. The better teaching uses a variety of methods to make

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lessons interesting. The creative use of interactive whiteboards to stimulate ideas and 'talking partners' to enable pupils to think through their ideas are working particularly well. Teaching assistants are effectively deployed and support a range of pupils as well as those with special educational needs and/or disabilities. Teachers are better informed about pupils' performance and the information is satisfactorily used to plan suitable activities for differing abilities. However, not enough is expected of pupils and the pitch of work is not consistently as challenging as it might be. Some teachers mark pupils' books well using a 'star' to highlight good achievement and a 'wish' indicating areas to be improved, but what pupils should do to improve is not always made clear by all teachers.

The curriculum provides pupils with interesting work across the full range of subjects. Improved planning for writing is providing more opportunities for pupils to write at length. Some good links are already in place between subjects. For example, Year 6 pupils used their historical enquiry and literacy skills to explore different perspectives about the British Empire in Victorian times. However, topic books show that opportunities are missed to enable pupils to fully develop their basic skills across the curriculum. The curriculum provides well for aspects of pupils' personal development, such as promoting their emotional development and how to lead safe and healthy lifestyles. A good range of extra-curricular clubs such as football, computer games, reading and music enhance pupils' enjoyment of school.

Pupils who are potentially vulnerable are included in all the school offers and make similar progress to their classmates because they are identified and supported well. The learning mentor and family support worker work closely and effectively with families experiencing difficulties to help them overcome barriers to their children's education. Pupils who attend the after-school club are provided with a safe and enjoyable environment where they can use their 'wish wall' to choose from a range of interesting activities. Good induction procedures operate when pupils first join and the transition to secondary school operates smoothly.

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 | 2 |

How effective are leadership and management?

The headteacher has quickly identified the most important areas for improvement, which have been founded on her close monitoring of lessons, a more realistic interpretation of performance data and closer tracking of pupils' progress. Leaders and managers recognise that there is still more to do to raise pupils' attainment and progress further, especially in writing, and to enhance the amount of good teaching. There are positive partnerships with parents and carers. These are fostered through regular evenings to discuss progress.

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Courses such as 'Families and schools together' help them support their children's personal and academic development at home. Strong partnerships with the local network of schools and specialist support services have a good impact on pupils' healthy lifestyles, their social and emotional development and enable vulnerable pupils to overcome barriers to learning. Safeguarding systems are good. Every effort is taken to ensure children are well looked after, safe and secure in school, on trips and in their home lives.

In response to a large turnover of personnel in the governing body, training has been introduced to enhance governors' collective skills. While the governing body are supportive and have fostered good links with parents and carers, they appreciate the need to strengthen their collective capacity to monitor the impact of the school development plan.

All groups of pupils are equally valued and given equal access to all the school offers. Work to close the gap between boys' and girls' attainment in writing and overall attainment in mathematics is starting to bear fruit and remains a priority for the school. A sound plan for community cohesion is being implemented to enhance pupils' understanding of communities and cultures in this country which are different from the rural area they live in.

These are the grades for leadership and management

| | |
|--|----------|
| 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 | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| 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 leave Reception with average attainment in the Early Learning Goals, except in writing and calculating, which are lower. Relationships are strong and children's behaviour is good, resulting in them feeling safe, secure and happy. Children's welfare needs are met well. There are good relationships with parents and carers, who are encouraged to help their children's learning at home. There has been a substantial investment in the quality of resources for learning. Both the indoor and outdoor areas are attractive, well organised across all six areas of learning and provide a good platform for improvement.

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Regular assessment of children is developing well and is being used to plan learning which is satisfactorily tailored to individual children's needs. While some adults interact well with children to enable them to progress well, in other cases the interactions are more supervisory and not as sharply focused on learning. The Early Years Foundation Stage leader is in the early stages of developing her leadership capacity but has made a strong start and has a clear vision for the future.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| 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

Most parents and carers are extremely positive about all aspects of the school. They are especially pleased with how well their children enjoy school and feel safe and the overall education provided. Parents and carers' views are typified by comments such as, 'The new headteacher is very approachable and has brought a new dimension to the school.' Another wrote, 'I am very pleased with how well my children have settled in.' A few felt that the school did not keep them well informed about progress. This was countered by other views such as, 'Regular parents' and carers' meetings, newsletters and end of year reports keep me fully informed of my child's progress.' Inspectors found evidence to endorse this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Old Leake Primary and Nursery 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 38 | 72 | 14 | 26 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 34 | 64 | 19 | 36 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 16 | 30 | 30 | 57 | 5 | 9 | 0 | 0 |
| My child is making enough progress at this school | 17 | 32 | 32 | 60 | 2 | 4 | 0 | 0 |
| The teaching is good at this school | 27 | 51 | 23 | 43 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 17 | 32 | 32 | 60 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 20 | 38 | 30 | 57 | 2 | 4 | 1 | 2 |
| 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 | 32 | 31 | 58 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 23 | 43 | 27 | 51 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 19 | 36 | 30 | 57 | 1 | 2 | 1 | 2 |
| The school takes account of my suggestions and concerns | 19 | 36 | 28 | 53 | 3 | 6 | 1 | 2 |
| The school is led and managed effectively | 23 | 43 | 24 | 45 | 1 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 26 | 50 | 24 | 46 | 1 | 2 | 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 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 | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



10 December 2010

Dear Pupils

Inspection of The Old Leake Primary and Nursery School, Boston, PE22 9HR

Thank you for making the inspectors so welcome at your school. I enjoyed talking with you, looking at your work and listening to Year 6 readers. We found out that you go to a satisfactory school. Here is a list of some of the things we found out.

Adults in the school care for you well and that means that you feel safe in school and always have someone to turn to if you need help.

Your behaviour is consistently good and you all get on well with each other.

You help the school in many ways and you play a full part in local community events and celebrations.

You have a good understanding of how to keep fit and healthy.

Your new headteacher knows exactly what needs to be done to make the school better.

Every school has some things that could be improved. These are the areas we want your school to concentrate on now.

Raise attainment in boys' writing and the attainment of all pupils in mathematics. We want your teachers to give you more interesting things to write about across the curriculum, to focus on boys' writing and for all of you to improve your calculating skills.

Make sure that teaching and marking are consistently good across the school. We want teachers to make sure that the work is always challenging, especially for those of you who learn quickly, and to let you know exactly what to do to improve.

Make sure that senior staff and the governing body make better checks on your progress and take the right steps to raise your attainment.

Please all help by continuing to work hard, especially on your writing and to think carefully about your next steps in learning.

Yours sincerely

Alan Jarvis

Lead inspector

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