

# Leigham Primary School

## Inspection report

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<b>Unique Reference Number</b>	133602
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	360543
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Jill Bavin

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>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Woods
<b>Headteacher</b>	Barry Harding
<b>Date of previous school inspection</b>	20 February 2008
<b>School address</b>	Cockington Close Leigham, Plymouth Plymouth PL6 8RF
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## Introduction

This inspection was carried out by four additional inspectors who observed 15 teachers, visited 24 lessons and made three additional visits to classes to focus on opportunities for children to make choices in the Early Years Foundation Stage. Additionally, the team met with staff, pupils and members of the governing body and analysed work in pupils' books. They scrutinised a variety of documentation, including policies and documentation related to safeguarding, data about pupils' progress, monitoring and evaluation records and school development plans. Responses from staff, pupils and 133 parents and carers were also analysed.

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

- How consistently the school engages girls and challenges all pupils, especially the more able.
- How successfully the school promotes an awareness of cultural diversity, especially within the United Kingdom.
- The impact of the school's recent focus on information and communication technology (ICT) on pupils' learning.

## Information about the school

The school is larger than most primary schools, with two classes in each year group. It also provides a nursery for 43 children who attend part-time. Most of these children continue their education in the Reception classes. The vast majority of pupils come from White British backgrounds and there are no pupils at an early stage of speaking English. The proportion of pupils known to be eligible for free school meals is just above the national average. The proportion of pupils with special educational needs and/or disabilities is similar to that found nationally in the school overall. Most of these pupils have difficulties related to speech, language and literacy.

The governing body provides a holiday club. It also provides a breakfast and after-school club which formed part of this inspection. The school received the Healthy School Plus award in December 2010 and has held the full International School award since 2009. The current headteacher retires at the end of this term.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good, well-led school in which care, guidance and support are outstanding. One parent described the support for herself and her child as enabling her to see 'light at the end of a very dark tunnel'. There are examples of individual pupils who have made excellent progress given the challenging circumstances they face. These strengths contribute to pupils' good behaviour, positive attitudes to learning, and the extent to which they value their school community. In some lessons and assemblies, behaviour is exemplary. Pupils develop a good understanding of right and wrong. Spiritual, moral, social and cultural development is satisfactory. Pupils' experience of cultures that differ from their own is limited because plans to address this remain at an early stage of development.

Attainment for both girls and boys has risen since the previous inspection and is above average. Pupils with special educational needs and/or disabilities reach higher levels of attainment than expected nationally. Different groups of pupils, including children in the Early Years Foundation Stage, make good progress from their various starting points. Pupils' attendance is above average and the extent of persistent absenteeism has substantially reduced.

Teaching has improved and is good throughout the school. Systems for checking each pupil's achievement are now more precise and are used more rigorously by teachers to meet varying needs in lessons. Teaching and learning are most effective when high expectations give pupils the freedom to develop their own ideas. Frequent feedback and other forms of assessment refocus pupils without over-directing them and pupils acquire skills and develop understanding simultaneously. In less effective lessons, unnecessary time is spent directing pupils which constrains their opportunities to work independently and take responsibility for their own learning. The curriculum has become more relevant with greater links between subjects, including ICT, that provide good opportunities for pupils to use key skills in a wide range of activities. However, the curriculum does not support as well pupils' understanding of cultural diversity within the United Kingdom. Previous strengths in the breadth and quality of artwork have been sustained.

The headteacher, ably supported by the deputy and Chair of the Governing Body, has successfully empowered staff while also holding them to greater account. As a result, staff and the governing body share with senior leaders an accurate understanding of the school's strengths and priorities for development. Although staff do not routinely share the best teaching practice evident in the school, staff development teams effectively maintain dialogue and the momentum for school improvement. Considerable improvement since the previous inspection to both provision and outcomes for pupils indicates that the school has good capacity for sustained development.

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

- Ensure greater consistency in the quality of teaching and learning throughout the school by:
  - giving pupils more opportunities to work independently and take responsibility for their learning .
  - more routinely sharing the best practice in the school.more routinely sharing the best practice in the school.
- Develop pupils' experience of the United Kingdom's cultural diversity by:
  - using relevant topic work.
  - implementing plans for pupils to make links with communities in the United Kingdom that differ from their own.

## Outcomes for individuals and groups of pupils

2

Most pupils join the school with levels of skill and understanding that are below expected levels nationally. Pupils typically make consistently good progress as they move through the school and by the time they leave in Year 6, attainment in English, mathematics and science is above average. School data indicate that different groups of pupils, including those who are eligible for free school meals, make good progress as they move through the school. Lesson observations during the inspection endorse this picture of good achievement.

Girls and boys are equally well motivated, which contributes to their similarly good level of achievement. They concentrate well, persevere diligently and progress quickly in lessons when work is challenging. This was exemplified when pupils in Year 3 identified which variables to change to conduct a fair test related to materials and movement. On occasions, pupils remain focused even when the task is insufficiently demanding or overlong. In cases where the teacher directs pupils' enquiry more than is necessary, interest levels and standards of behaviour dip to become satisfactory. An example of the best progress seen in the inspection was when younger pupils worked together in pairs discussing historical facts in order to produce complex sentences. Older pupils who articulated what they had previously not understood about equivalent fractions and the next steps they wanted to pursue made excellent progress also.

During the inspection, younger pupils, enthralled by the visual aids illustrating the meaning of Christmas, behaved impeccably in an assembly. Pupils demonstrate an appreciation of non-material values in work about the natural world and their appreciation of a variety of artists. They have a good understanding of how to make safe and healthy choices. They largely apply these to themselves, especially in their willingness to be energetic, but do not yet take the initiative in encouraging others to be healthy. Their learning is enriched by projects such as the work about Ghana, reflecting the school's International award. Although their experience of diversity in the United Kingdom is limited, they contribute to a harmonious school community and are interested in world religions. They accept responsibilities willingly and are well prepared for the next stage of their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</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

## How effective is the provision?

Good relationships between pupils and adults underpin a consistent and positive approach to managing pupils' behaviour. Teachers mostly plan well-pitched lessons for different groups of pupils to meet their varying needs. On occasions, teachers plan for appropriately challenging and potentially interesting work but overlong introductions delay pupils' creativity and active involvement. The strongest teaching maintains a very high level of challenge for all pupils throughout the lesson. These lessons are often characterised by an extremely good plenary which increases pupils' awareness of what they have learned, strategies they have used, and empowers them to identify their next steps. Teaching assistants make a valuable contribution to pupils' learning. At different times, they are strategically deployed to work with pupils of different ability levels within a class.

The school provides ample sporting and creative activities while retaining a focus on key literacy, numeracy, technological and scientific skills. The artwork displayed around the school indicates that pupils' paintings from different year groups exceed expectations for their age in skill and sensitivity. Pupils benefit from teacher expertise and the school's structured approach to introducing pupils to playing a musical instrument. The school's recent focus on extending pupils' work in ICT is already having a positive impact on pupils' learning. Enrichment activities are varied. Clubs are popular and generate considerable enthusiasm and participation.

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The school is extremely caring. The breakfast and after-school clubs provide warm and nurturing environments for pupils, where adults are supportive and pupils enjoy the relaxed activities. Particularly commendable is the extent of the school's liaison with other professionals to support pupils facing the most significant challenges to their learning and well-being. Consequently, the progress of these pupils, along with those with special educational needs and/or disabilities, is in line with their peers. The school has extensive procedures to support all pupils through different periods of transition, and these are adapted flexibly and extremely effectively to meet individual needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's strong lead on school improvement is supported well by the school community. Accurate and shared school self-evaluation is based upon a perceptive analysis of strengths within teaching and wider school provision. Consequently, priorities for development are clearly focused on raising standards and accelerating progress. There is no complacency. The organisation of staff into three development teams, each with its own remit, is innovative. It successfully ensures a shared ambition for pupils. It is a key feature in the good promotion of equal opportunities because it contributes to all staff sharing an understanding of the progress made by different groups and individual pupils, and the link between provision and outcomes for pupils. The system combines with 'pupil progress meetings' to ensure teachers' full involvement in prompt intervention to redress any potential lapses in learning for an individual pupil or group of pupils.

The governing body makes a valuable contribution to the school's understanding of its local context, and how to extend pupils' experience. Much work has been undertaken to help pupils develop an understanding of their local community and make a direct contribution to local environmental issues. That the school actively promotes tolerant, responsible and anti-discriminatory attitudes is without question. While addressing other priorities, plans to promote pupils' experience of the diversity within contemporary British society through direct links with other communities have not been implemented.

At the time of the inspection, arrangements for safeguarding pupils were good. Statutory requirements are met in relation to records, policies and procedures. The governing body conscientiously reviews this area of the school's work each term. A particular strength lies in the inclusion of safety issues, such as 'e-safety', in the curriculum. Safeguarding issues have a high profile around the school through noticeboards for parents and in other strategic locations.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage leader has a good understanding of what works well in the provision and how to develop it further, as well as a good understanding of how children at this age learn best. As a result, the provision has improved since the previous inspection, and children make good progress in the nursery and Reception classes. Staff are now making greater use of the outside area to promote learning across the curriculum. Children's ideas are used increasingly in teachers' planning, although topics are still selected by adults. Snapshot observations now capture children's individual achievements well and are used to identify their next steps.

Children have regular opportunities to pursue their own ideas. During the inspection two children harnessed coordination, social and mathematical skills while experimenting with size and shape to build a tower together. There are more opportunities for children to experiment with early writing than previously. During the inspection two boys used the interactive whiteboard to produce letter shapes and another 'wrote' a letter to Father Christmas on the teacher's board, using a mixture of copying, memory and imagination. During independent activities like these, an adult is seldom deployed to support learning, so opportunities to extend children's ideas without over-directing them are missed.

Children make good progress in well-planned adult-led sessions which take account of their individual needs. Teachers make good use of resources to capture children's imagination, which helps to accelerate their learning. During the inspection, children made good gains in linking letters and sounds because of the well-pitched level of challenge and the appealing images of cartoon characters. In sessions led by teachers, teaching assistants are not always deployed to support children's learning, so opportunities for extra individual attention are missed. The staff team shares a commitment to promoting children's well-being, and sets a good example of how to behave and relate to each other.



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As a result, children are safe and feel secure. They benefit from consistent expectations of their behaviour and quickly become ready to learn.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers who returned questionnaires are appreciative of the school's work and most were happy in all respects. A few parents expressed concerns which were mostly related to how well the school takes account of their suggestions and concerns and how well it deals with pupils' behaviour. The inspection endorses the positive views of the vast majority, finding behaviour to be managed well and good channels of communication for parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Leigham 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	60	50	37	2	1	0	0
The school keeps my child safe	103	77	27	20	3	2	0	0
My school informs me about my child's progress	81	60	49	37	1	1	1	1
My child is making enough progress at this school	84	63	46	34	3	2	0	0
The teaching is good at this school	88	66	44	33	1	1	0	0
The school helps me to support my child's learning	72	54	53	40	3	2	0	0
The school helps my child to have a healthy lifestyle	76	57	55	41	2	1	0	0
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)	65	49	58	43	0	0	1	1
The school meets my child's particular needs	71	53	59	44	1	1	0	0
The school deals effectively with unacceptable behaviour	65	49	61	46	1	1	5	4
The school takes account of my suggestions and concerns	54	40	69	51	5	4	1	1
The school is led and managed effectively	74	55	58	43	0	0	0	0
Overall, I am happy with my child's experience at this school	99	74	32	24	0	0	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 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](http://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"><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 pupils' 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.**



10 December 2010

Dear Pupils

**Inspection of Leigham Primary School, Plymouth PL6 8RF**

Thank you for being so friendly and welcoming when we visited your school. We enjoyed meeting you, speaking with you and seeing your work very much. Here are some of the best things we found in your good school, which we know you enjoy.

- You make good progress and reach higher standards than most children of your age in English, mathematics and science. Your paintings are really good.
- You feel safe because the adults in your school take extremely good care of you.
- You behave well in lessons and around school and are kind to each other.
- Teachers plan well to meet everybody's needs and challenge everyone.
- Activities in lessons are often practical and interesting.
- Your attendance is above average.
- Adults in your school work closely together to keep trying to make the school even better.

We have asked your teachers to share their best ideas more often and to give you even more chances to develop your own ideas. You can help by trying to use your initiative more often, and telling your teachers sensibly when you are ready to work independently. We have asked the governing body, headteacher and staff to give you more opportunities to make links with communities in this country that are quite different from that in Leigham, so that you have more experience of Britain's rich cultural diversity. I wish you every success in the future.

Yours sincerely

Jill Bavin

Lead inspector

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