

Legsby Primary School

Inspection report

Unique Reference Number	120457
Local Authority	Lincolnshire
Inspection number	358765
Inspection dates	10–11 May 2011
Reporting inspector	Terry McDermott

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Ivor Davey
Headteacher	David Miskell
Date of previous school inspection	29 February 2008
School address	Legsby Market Rasen LN8 3QW
Telephone number	01673 843268
Fax number	01673 843268
Email address	enquiries@legsby.lincs.sch.uk

Age group	4–11
Inspection dates	10–11 May 2011
Inspection number	358765

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one additional inspector. Seven lessons were observed. Four teachers were seen teaching. Meetings were held with groups of pupils, staff and members of the governing body. The inspector observed the school's work and looked at: its methods for tracking pupils' progress, a range of school documents, including its policies, minutes of governing body meetings, monitoring records, an extensive sample of pupils' work, and reports from the School Improvement Partner. Twenty responses from parents and carers to the Ofsted questionnaire were received and considered, along with questionnaires completed by staff and pupils.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The accuracy of the school's evaluation of the quality of learning experienced by pupils with special educational needs and/or disabilities during their time in the school.
- How well leaders and managers have overcome weaknesses identified in the previous inspection.
- Whether the curriculum covered all that it should in mixed-age classes without repeats or omissions of necessary work.

Information about the school

Legsby is much smaller than the average-sized primary school. Its pupils are from a wide rural area. Normally, pupils in Years 3, 4, 5 and 6 are taught in one class, and pupils in Reception, Years 1 and 2 in another class. The proportion of pupils known to be eligible for free school meals is average. Almost all pupils are White British. None speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. No pupils have a statement of special educational needs. A much larger proportion of pupils than average enter or leave the school at times other than the usual. All full-time teaching staff, including the headteacher, have been appointed to the school since the last inspection.

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 school. It is making marked improvements to almost all aspects of its work under the guidance of the energetic headteacher. Good teaching leads directly to good learning in lessons, accelerating pupils' progress. From starting points often well below those typical for their age group when they join the school, pupils achieve well, including in both English and mathematics, during their years in school. There can be significant variations on entry from one year to the next. Attainment at the end of Year 6 is higher than at the time of the last inspection. The school's accurate and reliable assessment system shows achievement is consistently good across each year group.

Pupils say they enjoy coming to school because they feel safe, well looked after, and because 'we have lots of friends, just like a big family'. Pupils' spiritual, moral, social and cultural development is satisfactory; there are many strengths because of pupils' constant exposure to the school's strongly held values of respect and support for the individual. However, their direct experience of life in multicultural Britain is not extensive, although the school is working hard to increase their understanding of cultural diversity. Although the building is small and space restricted, the school provides a welcoming, harmonious, calm and colourful environment for learning.

Teaching is good overall, although lessons occasionally start a little slowly because of teachers' extended explanations. Once lessons get underway, classrooms quickly become a hive of exciting, practical activities. Pupils enthusiastically and, often independently, practise and sharpen their previously learned skills, or research and consider new information. The marking of pupils' work is good and helps them to understand what they need to do next to improve. Occasionally, due to a combination of inexperience and complex groupings, work in lessons does not always offer appropriate levels of challenge to all pupils when information about their prior attainment is not fully used.

The curriculum is carefully planned to avoid repetition or omission in mixed-age classes. A variety of artistic and practical activities, developed in collaboration with several partners, adds reality to learning in many lessons. These experiences are successfully raising pupils' aspirations and widening their horizons. Good care, guidance and support for all pupils help them to manage any difficulties well. Dedicated and skilful help for those pupils who need most assistance is instrumental in ensuring they make good progress from their respective starting points.

Leaders have dealt successfully with all issues identified for improvement at the last inspection, showing the school's good capacity for sustained improvement. The school's self-evaluation is accurate. Staff have a clear picture of what could be done more effectively, although governors do not, consistently, keep themselves as well informed. Leadership and management throughout the school are good. Each adult knows where his or her work fits within 'the big picture'.

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

What does the school need to do to improve further?

- Accelerate learning in lessons and improve the rate of progress by:
 - ensuring that pupils always spend the maximum time possible directly and actively involved in learning tasks, and spend less time listening to extended explanations
 - ensuring that the best possible use is made of information on what pupils already know and can do, to set work which more accurately meets their different and particular learning needs.
 - Ensure that the governing body is better informed about the school's performance so that it can hold the school more rigorously to account.

Outcomes for individuals and groups of pupils

2

Pupils are attentive in lessons, quickly respond to teachers, and listen well to each other's views. They behave well, sustain concentration for long periods and persevere with tasks they are set. They respond with enthusiasm and very good self-discipline when given opportunities to work independently. For example, in an outstanding information and communication technology lesson, a group of pupils in Years 3 and 4 were completely engrossed, working in pairs, in writing their own programmes to control the movement of a mouse through a maze. The demands of the tasks set were varied according to age and ability. Pupils discussed and checked each other's work, using appropriate technical language, while working, largely, without direct intervention from adults. Learning was rapid for all pupils in the class.

Despite their limited skills on entry to Reception - and there can be significant variations from one year to the next - by the time they leave Year 6, pupils' attainment is broadly average, and on a rising trend. Consequently, achievement is good, and improving. Pupils with special educational needs and/or disabilities make similar progress and experience a similar quality of learning in all year groups to that of their classmates. They are able to participate fully in everything the school has to offer because of the skilful and dedicated support they receive. No group of pupils underachieves.

Pupils enjoy coming to school. They say that they feel safe, and explain clearly why this is so. They say that there is no bullying, but they know what to do should it occur. They enjoy taking on responsibility, such as helping younger pupils with reading, developing and improving particular areas around the school, and simply tidying up after an exciting lesson. There is a strong community identity within the school, and pupils' contribution to the local community is equally strong. The school's geographical isolation limits its wider national links. The school is rapidly developing its electronic contacts with a school in Spain, and pupils are regularly visited by adults from Ethiopia through its work with the Point of Contact charity. The school is doing all it can to ensure that attendance improves, but even a few absences, given the small number of pupils on roll coupled with the many who join or leave the school other than at the usual times, have a significant impact on attendance rates. When they leave school at the end of Year 6, pupils are polite, mature and sensible young citizens, satisfactorily prepared for the next stage of their education.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
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	3

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?

The quality of teaching is good. Classrooms are attractive and comfortable places to learn. Relationships between adults and pupils are very good, because of the calm, positive and listening role carried out, uniformly, by all staff. Enthusiastic teachers have high expectations that pupils will work hard and give of their best - and they usually do. This is demonstrated particularly clearly in pupils' well looked after workbooks, which also show good standards of handwriting in English, and precision in setting out work in mathematics. Teaching assistants are deployed effectively, and ensure that the very different needs of pupils in mixed-age classes are usually addressed. Regular and clear marking tells pupils what they have done well, and gives guidance towards further improvement.

The personal development needs of all pupils are met well through the well-organised curriculum. Links between subjects enable pupils to practise skills learned in one subject across a range of others. All pupils have access to a good range of extra-curricular activities, including multi-media art from many cultures, drama, sport and residential visits. These provide good enrichment to the curriculum, and are effective in developing pupils' positive personal attributes.

The good care, guidance and support provided for pupils give them a strong sense of security. The provision solidly underpins their enjoyment of school and builds their self-confidence. Arrangements for the transitions pupils make when they join school, within

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

school, and when they move on, are good. The school quickly recruits assistance from outside professional and other agencies should the need arise, and is persistent in following through any concerns about individual pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher ensures that pupils' academic development matches their good personal development. Staff morale is high. Leaders and managers ensure teaching and learning are good by close monitoring and accurate evaluation of school practice. Well directed monitoring and evaluation ensure that pupils with special educational needs and/or disabilities learn successfully. Adults have a clear focus on improving pupils' learning. School improvement plans are similarly prioritised. Members of the governing body give generously of their time in supporting the school. However, they do not monitor and evaluate the school's work closely enough to be able to question rigorously and challenge its record of performance. Safeguarding procedures are understood and carried out carefully, because the best interest of the pupils is central to the school's work. All requirements are met. The school's attention to detail ensures that pupils are certain that they are safe in school. All parents and carers responding to the Ofsted questionnaire are confident that their children are well looked after and safe.

Good equality of opportunity ensures that all pupils have the support necessary to make good progress. The school works successfully to ensure that pupils are fully aware that discrimination and inequality must be confronted. This is clearly evident throughout the school where pupils are confidently free from any harassment or bias. The effectiveness of the school's provision for community cohesion is satisfactory. Its good local links are extended internationally into Spain and Ethiopia. Work is well underway to bring links within the United Kingdom to the same standard. The school gives good value for money.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
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	2

Early Years Foundation Stage

On entry, children's personal, social and communication skills are often not well developed. Very few children have any formal experience of pre-school learning. Good links with parents and carers, through home visits prior to children joining, contribute well to the smooth start children make. Children settle easily into a happy and bright learning environment. They identify rapidly with the calm, patient and caring examples set by the adults, and by the other pupils in Years 1 and 2 with whom they are grouped. Because teaching and resources are good, children make good progress. They quickly learn to play and work together in harmony, behaving sensibly without disturbing others, and sharing their toys well. There is a good balance between adult-led activities and those which children choose for themselves, both indoors and outside. These are linked together in themes for the day, or for the week, and contribute well to children's good progress in all areas of learning. They experience a range of real situations to extend their understanding of the world. By the time they start Year 1, their attainment is close to average. Leadership and management are good because of the knowledgeable oversight of the headteacher. Adults make effective use of information they gather about what children know and can do to plan the next steps of their learning. This information is recorded regularly and accurately to prove the progress children are making over time. Welfare requirements are met.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A greater proportion of parents and carers than is usual responded to the Ofsted questionnaire. They were unanimous in their views that their children are safe in school, and that the school helps their children to adopt a healthy lifestyle. The very large majority of parents and carers were strongly in support of the work of the school. A very small minority of parents and carers expressed some particular concerns. The inspector weighed these carefully in reaching his overall judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Legsby 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 inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	35	12	60	0	0	1	5
The school keeps my child safe	12	60	8	40	0	0	0	0
My school informs me about my child's progress	7	35	12	60	0	0	1	5
My child is making enough progress at this school	7	35	11	55	1	5	1	5
The teaching is good at this school	9	45	10	50	0	0	1	5
The school helps me to support my child's learning	8	40	11	55	0	0	1	5
The school helps my child to have a healthy lifestyle	8	40	12	60	0	0	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)	6	30	12	60	1	5	1	5
The school meets my child's particular needs	8	40	11	55	0	0	1	5
The school deals effectively with unacceptable behaviour	8	40	11	55	0	0	1	5
The school takes account of my suggestions and concerns	9	45	10	50	0	0	1	5
The school is led and managed effectively	8	40	10	50	1	5	1	5
Overall, I am happy with my child's experience at this school	8	40	10	50	0	0	1	5

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



12 May 2011

Dear Pupils

Inspection of Legsby Primary School, Market Rasen, LN8 3QW

Thank you for making me so welcome when I inspected your school recently. I was really impressed with the good relationships you have with each other, and with your teachers. You obviously get on very well together. I also noticed your good attitudes to learning in lessons.

I found that Legsby is a good school, which provides you with a good education. Your headteacher and all the other adults in the school work very hard to make sure you do well. You are taught well, learn a great deal about lots of different and interesting things, and make good progress over your time in the school.

There are some things which your school could do even better. So I have asked your teachers to do the following things to help you learn more quickly.

Make sure that lessons get you involved in learning activities as quickly as possible, and reduce the time spent on explaining things to you.

Make sure that the information on what you already know and understand is used well to set tasks which are neither too easy nor too hard for each of you.

You have a part to play in helping your school to improve. Please let your teachers know, but very politely of course, if you are finding the work they set a bit too easy.

Please continue to be the well mannered and friendly young people you already are. I wish you all good luck for the future.

Yours sincerely

Terry McDermott

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.