

Leas Primary School

Inspection report

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|--------------------------------|-------------------------|
| Unique Reference Number | 131230 |
| Local Authority | North East Lincolnshire |
| Inspection number | 360235 |
| Inspection dates | 21–22 June 2011 |
| Reporting inspector | Lynne Blakelock |

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 | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 413 |
| Appropriate authority | The governing body |
| Chair | Mr Ivor Appleton Mbe |
| Headteacher | Mr Liam Doran |
| Date of previous school inspection | Not previously inspected |
| School address | Manor Drive Waltham Lincolnshire DN37 0NU |
| Telephone number | 01472 822419 |
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Introduction

This inspection was carried out by four additional inspectors who observed 16 teachers in 26 lessons. They held meetings with representatives from the governing body, middle leaders and a group of pupils. The inspectors observed the school's work, and looked at a range of documentation relating to pupils' achievement, the curriculum and policies and procedures relating to safeguarding. They analysed staff and pupil questionnaires and the 87 responses from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It explored the impact of leaders' and managers' strategies in raising attainment through Key Stage 1.
- It investigated the effect of the curriculum in promoting pupils' achievement and breadth of knowledge and skills.
- It determined the extent to which the quality of teaching and support is raising attainment in writing, particularly that of boys, through the school.

Information about the school

The school, which is housed in a re-modelled building, is much larger than the average primary school. Most pupils are White British. In some year groups there is a significant imbalance between the number of boys and girls. A below-average proportion of pupils have special educational needs and/or disabilities, of which most are moderate learning difficulties. Very few pupils are known to be eligible for free school meals.

The school was opened in September 2009 and was formed by the amalgamation of an infant and junior school. A deputy headteacher and Early Years Foundation Stage coordinator took up their posts in September 2010.

In 2010, the school achieved the Basic Skills Award. It holds Investors in People status. It works in close partnerships with eight local primary schools to extend and enhance the range of activities and to identify and share effective practice in teaching and learning.

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 in which pupils achieve well and develop good personal and inter-personal skills. Through the outstanding effectiveness of the Early Years Foundation Stage, characterised by excellent leadership and management, and provision, children are provided with an excellent start to their education, which results in their exceptional progress. Pupils speak enthusiastically about school. From the Early Years Foundation Stage, their behaviour is good and they develop a good work ethic, which contributes to their effective preparation for secondary school. They feel secure in school, within a caring and inclusive environment, in which their achievements are celebrated.

The school has risen effectively to the challenges presented in its transition to a primary school. Fundamental to this is the effective and focused leadership of the headteacher and the senior leadership team. Based on thorough and regular monitoring and evaluation, which involves all teaching staff, it has ensured the school's accurate knowledge of its performance and improvements in provision. The improvements made to raise attainment in Key Stage 1 including the closer analysis of pupils' learning have ensured pupils make accelerated and good progress. Overall progress from their broadly average levels of ability when starting school is now good. Attainment by the end of Year 6 is consistently above average in English and mathematics. Writing has not been as high as other aspects and has been a priority for the school. Attainment is rising because of consistently implemented approaches to teaching writing and the accurate matching of work to pupils' needs. Significantly, really interesting writing tasks and reading books are adding to boys' motivation and resulting in their increasing range of writing skills and good progress. Support for those who need additional help is planned skilfully so that their progress is also good

Teaching is consistently good. A strength of many lessons is planning, which ensures an interesting start to lessons and tasks that challenge pupils accurately. While teachers advise pupils during lessons, marking does not often tell them what they have achieved or how to move forward in their learning. Targets are not a regular feature of learning and pupils, therefore, do not have longer-term goals on which to focus through each day's learning. The good curriculum at both key stages offers lots of ways for pupils to practise and extend their learning across subjects, and to find out for themselves. The use of very modern technology across subjects is a popular, developing and innovative aspect.

The school's sustained improvements, consistent achievement of challenging targets and its accurate evaluation of its performance indicates good capacity to move further forward. This is confirmed by middle leaders, who monitor provision carefully and provide training for staff in new strategies. It is further strengthened by the governing body, which has a comprehensive knowledge of the school's work and can help to steer it forward.

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What does the school need to do to improve further?

- Accelerate pupils' progress further through the school and extend their ownership of learning by ensuring that:
- – marking regularly tells them what they have achieved and the next steps in learning
- – all pupils have individual targets for literacy and numeracy which they know and understand, and which are regularly reviewed.

Outcomes for individuals and groups of pupils

2

In lessons, activities almost always cater equally well for the interests and preferred learning styles of boys and girls and promote their good achievement. Expectations of pupils' participation and work are generally high and pupils rise to the challenge. In a numeracy lesson, pupils' skills in determining the relationship between shapes and the formula they needed to use were extended by specific questioning which encouraged pupils to find out for themselves. Younger pupils were engrossed in writing sentences in groups about a particular aspect of a situation involving a hodgeheg. The stimulus of the creature crossing the road led to good development of language and sentence structure, as well as them voicing their thoughts about the possible repercussions of the hodgeheg's action. It is not surprising that overall progress is good and attainment is above average. Pupils' progress through Key Stage 1 is good because of effective teaching and regular checking of their rate of progress. Pupils with special educational needs and/or disabilities make good progress towards their individual goals. Their needs are identified quickly and support is tailored carefully to their needs, offering good challenge and motivation. The support and encouragement given to them makes them determined and confident to strive towards their goals.

Pupils enjoy school and attendance is above average. They are proud to be involved in improving the school. The learning council, for example, sets the scene for their contribution, which extends into the community. Daily responsibilities are conscientiously carried out, resulting in pupils developing a wide range of personal and inter-personal skills. Regular routines and the curriculum ensure pupils have a good understanding of how to be safe and to stay safe. These are backed up by their involvement in risk assessments of activities. Through what pupils say and the good take-up of sporting activities, as well as a varied programme of physical education, it can be seen that they understand the importance of exercise in keeping fit. Many pupils eat healthily and can explain how it benefits them. Pupils' spiritual, moral, social and cultural development is good. It is evident in their respect for others, their enthusiasm to fund-raise for the benefit of a range of organisations and their respect for the different faiths and lifestyles represented in the world.

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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 | 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 |
| 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 | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| 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?

Most teaching is good and promotes pupils' good progress. Positive relationships between staff and pupils encourage learning. Other common strengths are teachers' good subject knowledge and the clear purpose of tasks. Pupils enjoy the range of activities and the opportunities to discuss their thoughts with their peers. The effective use of interactive whiteboards promotes pupils' interest and involvement in their learning. Effective questioning was seen in many lessons, which helped pupils to move forward quickly in learning. Teachers strike a good balance between teaching and giving pupils time to practise what they have learnt. In the lessons where progress was slower, tasks were not sufficiently challenging. Although teachers regularly advise and guide pupils helpfully in lessons, marking is often cursory and does not inform pupils what they have done well or what they need to do next. Pupils' assessment of their own learning is a developing aspect in a number of classes and in some others is well established in promoting their evaluative skills. In many classes, pupils do not have individual targets on which to focus, or to help them to move forward in their learning.

Learning comes alive through a range of activities which promote pupils' academic and personal development effectively. Pupils enjoy learning by doing, which is increasingly the case through projects and problem-solving. Themes broaden learning across subjects, especially literacy and numeracy skills. Information and communication technology is intrinsic to much teaching and is resulting in the development of innovative learning

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methods, such as the use of handheld computers. Pupils who find aspects of learning difficult are provided for well, often in small groups or individually. While there is not a structured programme for pupils with specific gifts and talents, the school's partnerships with eight other schools incorporate regular opportunities for such pupils to further their skills as well as benefit from specialist teaching and shared activities. Pupils enjoy the very varied enrichment activities and the wide choice of popular lunchtime and after-school clubs.

Pupils feel that the staff care for them well and are confident that they will be there for them if they need help or advice. This is supported by good systems to help ensure their safety. Pupils with specific needs or concerns are supported sensitively and close relationships with outside agencies ensure that specialist guidance is available, when needed. Communication between home and school has been extended with regular information about events and class events and learning being provided. Induction and transition arrangements are organised effectively, resulting in pupils' confidence in joining the school, moving to a different class and starting secondary school.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| 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 | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

All staff share the vision and ambition for the school and are committed to move the school further forward. They work well as a team, which is promoted by their involvement in moving the school forward, including through teachers' participation in monitoring and evaluating the quality of teaching. Senior staff have a close understanding of the strengths and areas for development in teaching although, as yet, actions have not fully addressed all concerns, especially consistency in marking. Close checks are kept on the overall performance of the school and information about pupils' progress is comprehensive, although the school is aware that it is not always recorded in an easily accessible way. Nevertheless, the school has detailed plans to tackle identified concerns.

The governing body is effective in helping the school to move forward. It is actively involved in many aspects of the school's work and this enables governors to influence its future direction. They oversee the school's good safeguarding arrangements effectively through conscientious systems for evaluating practices and procedures. An effective focus on equality of opportunity results in all groups of pupils making good progress and having the chance to be involved in school activities. Work with a range of partners, including staff from other schools, results in good impact on pupils' well-being and good progress, including through the curriculum and in the support of pupils. These links and careful

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planning contribute to the good promotion of community cohesion locally and internationally, although national links are at an earlier stage of development.

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 | 2 |
| 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 | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children show great enthusiasm for learning because the classrooms and outdoor area provide lots of very interesting and imaginative activities. A key strength of leadership and management is the exceptional curriculum and organisation of learning. The outdoor area, for example, is used very effectively as an extension to the classroom and ensures all aspects of learning are thoroughly provided for. This was apparent when the children devised an irrigation system to transport water from the science laboratory role-play area to the area where they had planted seeds and baby plants. They developed a very wide range of skills as, equipped with rubber tubing and guttering, they worked out ways to move it from a high to a low level. This variety of experience leads to excellent progress, especially in their personal development, because this is built into all learning and in daily routines. As a result children give consideration to others and share and cooperate within a very safe, secure environment. They are very independent and are proud of the roles with which they are entrusted.

An excellent balance of teacher-directed and child-led activities ensures children have many opportunities to discover for themselves. Staff question the children carefully, in order to extend their thoughts and develop skills across all areas. Very regular recording of what the children learn ensures outstanding continuity and progression of learning. This is very evident in their development of writing skills because of the major focus on letters and sounds. The staff, who work very effectively together, have the highest expectations of the children's behaviour, which children respond to by taking responsibility for their actions.

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A further strength of the leadership and management is the accurate evaluation of its effectiveness, leading successfully to on-going improvements. Very constructive relationships with parents and carers result in staff's comprehensive knowledge of the children's needs and interests and parents and carers being able to support their children's learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

Most parents and carers who responded to the questionnaire expressed their support for all aspects of the school's work, in particular, their confidence that the school keeps their children safe and prepares them well for the future. A number of parents and carers added comments, many of which were positive, and several which related to individual concerns. A more commonly shared concern was that unacceptable behaviour was not managed effectively. The inspection found that behaviour during the inspection was good but there were a very few isolated examples of restless behaviour which were not dealt with firmly enough or quickly enough.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leas 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 413 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 49 | 56 | 29 | 33 | 6 | 7 | 0 | 0 |
| The school keeps my child safe | 48 | 55 | 37 | 43 | 1 | 1 | 1 | 1 |
| My school informs me about my child's progress | 38 | 44 | 38 | 44 | 8 | 9 | 2 | 2 |
| My child is making enough progress at this school | 42 | 48 | 40 | 46 | 3 | 3 | 2 | 2 |
| The teaching is good at this school | 43 | 49 | 38 | 44 | 5 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 43 | 49 | 36 | 41 | 7 | 8 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 44 | 51 | 39 | 45 | 3 | 3 | 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) | 40 | 46 | 44 | 51 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 45 | 52 | 33 | 38 | 5 | 6 | 3 | 3 |
| The school deals effectively with unacceptable behaviour | 28 | 32 | 41 | 47 | 11 | 13 | 4 | 5 |
| The school takes account of my suggestions and concerns | 35 | 40 | 38 | 44 | 8 | 9 | 4 | 5 |
| The school is led and managed effectively | 46 | 53 | 37 | 43 | 3 | 3 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 49 | 56 | 29 | 33 | 6 | 7 | 2 | 2 |

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

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | 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.



23 June 2011

Dear Pupils

Inspection of Leas Primary School, Waltham, DN37 0NU

On behalf of all of the inspectors, thank you for making us feel so welcome during our recent visit. We enjoyed watching you learning and playing. We were also pleased to listen to your opinions about your school and how it helps you. You enjoy being part of a large school and appreciate the new accommodation. You think your school is a good school. We agree. Here are some of the other judgements that we made.

You make good progress and reach levels in English and mathematics that are above average. This is because teaching is good and the teachers know you well and what you need to learn. You behave well and have good relationships with other pupils. Your attendance is above average. The headteacher leads the school well and all of the staff care about you and help to keep you safe.

You have opportunities to learn in different ways, often through themes, and to practise your skills across subjects. You are using a range of very modern technology to help you learn. The staff help you to develop lots of skills. This includes giving you responsibilities around the school which you carry out conscientiously.

Your school can improve further. I have asked your headteacher to make sure that marking of your work tells you what you have achieved and what to do next. You also need targets to help you focus on improving your learning over time and to give you more management of your learning.

I hope that you will work with the staff to bring about these improvements, in order to make your school even better.

Yours sincerely

Lynne Blakelock

Lead inspector

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