

The New Leake Primary School

Inspection report

Unique Reference Number	120466
Local Authority	Lincolnshire
Inspection number	380031
Inspection dates	7–8 November 2011
Reporting inspector	Judith Straw

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	Julia Pears
Headteacher	Jane Whant
Date of previous school inspection	16 January 2009
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Age group	4–11
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Introduction

This inspection was carried out by one additional inspector. Five lessons were observed with all three teachers being seen. The inspector held meetings with staff, members of the governing body and the school improvement partner. Conversations were held with members of the school council, other groups of pupils and informally with parents and carers bringing their children to school. The inspector observed the school's work, and looked at improvement plans, documentation relating to safeguarding and records of pupils' attainment and progress. The inspector scrutinised 30 parental questionnaires as well as those returned by staff and pupils.

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

- The extent to which pupils' progress has accelerated since the previous inspection.
- How effectively leaders have eliminated inconsistencies in the quality of teaching.
- The effectiveness with which teachers meet the needs of different groups of pupils.

Information about the school

New Leake is a very small primary school. Nearly all pupils are White British but a very small number speak English as an additional language. A greater than average proportion of pupils has special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is high. There are more boys than girls. More pupils than is usual join and leave the school other than at the normal times. Pupils are currently taught in two classes. Class One includes the Early Years Foundation Stage children in Reception and Years 1 and 2. Class Two includes all the pupils in Years 3-6.

The school holds several awards including Healthy Schools status, Activemark and Young Enterprise.

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. Pupils are safe and happy. The vast majority of parents and carers comment positively about its transformation for the better over the last three years under the inspired leadership of the headteacher. The number of pupils in the school has almost doubled, morale among staff is high and all share an outstanding commitment to secure the best possible outcomes for pupils. The immaculately maintained premises have been enlarged, redecorated and improved to ensure that children work and play in a bright, stimulating environment. Finances are very well managed.

With rapidly improving teaching across the school most pupils now make good progress and achieve well from their below expected starting points to reach broadly average attainment by the end of Year 6. Attainment is higher in mathematics than in English because pupils do not have enough opportunities to write at length and their progress is not so consistently good. Pupils who have special educational needs and/or disabilities make good progress with some significantly exceeding expectations. Pupils behave well and feel exceptionally safe. They have an excellent understanding of how to keep themselves healthy and make an outstanding contribution to their school and local community through their willingness to take on responsibilities and participate in numerous local events. Pupils are outstandingly well cared for, guided and supported.

The good curriculum engages pupils in learning and is very well enriched to open up opportunities that would not otherwise be accessible to them, such as science work at a local nature reserve, visits to a lifeboat station and a residential visit. Throughout the curriculum pupils are encouraged to investigate and work independently. However, their multi-cultural awareness and understanding of how people live their lives both in the United Kingdom and in other countries is not so well developed.

Over the past few years actions to overcome previous weaknesses have been effective. Staff share a common vision of where improvements can be made. The governing body keeps a watchful eye on all that is happening and have a very accurate view of the school's strengths and areas still to improve. Children are now getting off to a good start in the Early Years Foundation Stage and enjoy a rapidly improving curriculum so that attainment is rising. In the light of what has been achieved, the school has a good capacity for sustained improvement.

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What does the school need to do to improve further?

- Improve attainment in writing, especially at Key Stage 2, by:
 - ensuring that all pupils make consistently good progress as they move through the school
 - creating more opportunities for pupils to produce pieces of extended writing.
- Raise pupils' understanding of how people from other cultures and religions live their lives and contribute to the community as a whole.

Outcomes for individuals and groups of pupils

2

Standards in writing are beginning to improve in response to measures introduced by the school, especially in Years 1 and 2 where the teaching is good. Higher-attaining pupils are well supported by extension work with a nearby secondary school, particularly in mathematics.

Good progress is clearly evident in lessons. This includes pupils with special educational needs and/or disabilities and those who speak English as an additional language. This is because teachers brief teaching assistants very fully and plan additional activities which will allow all pupils to access the learning and make the same good progress as others. Pupils work hard, behave well and enjoy investigating topics for themselves and problem-solving. Pupils know their targets and respond to the helpful comments from teachers in their books. They concentrate well, pay attention to instructions and clearly enjoy their lessons. For example, in a Key Stage 2 mathematics lesson, pupils were engaged in solving one, two and three-step problems, working at speed and taking it in turns to lead the different groups. Pupils are proud of their school and their achievements, for example, the school council put in a bid for the Siby Memorial competition and were awarded £3000 to build a sensory garden.

Pupils are energetic at break and lunch times and many cycle to school. They are keen to participate in numerous sports. The school plays a prominent role in the local community with pupils entertaining local residents and participating in church and parish activities. Pupils respond extremely well to the school's advice on healthy diet and exercise and many are proud to have served as school road-safety officers. They are keen to take on roles of responsibility such as house captains, selling flap-jacks and fruit at break times and serving on the school council. They enjoy participating in events such as 'local democracy week'. Most pupils attend very well but in the last academic year attendance was average because a few families took holidays in term time. Pupils enjoy enterprise activities and support many local and national charities. They enjoy research on environmental issues and sustainability and have won awards for being a 'bird-friendly school'. Pupils' contribution to their local community

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is excellent but they have limited opportunities to meet people from different cultures and to broaden their understanding of how people from other cultures and religions live their lives. Pupils’ rising attainment, enjoyment of problem-solving, good team work, and wide experience of enterprise stand them in good stead when they move to secondary schools.

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	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan well to take account of all ages and abilities. They pay very good attention to the way they deploy the school’s skilled teaching assistants to best effect, often in helping lower-attaining pupils and those with special educational needs and/or disabilities. Good classroom organisation and management ensure that pupils learn in bright, stimulating rooms where teachers maintain discipline well and celebrate pupils’ achievements. The work on display illustrates the wide range of pupils’ interests and the school’s outward-looking curriculum. Teachers regularly check that pupils are making progress in lessons and understand what is expected of them. They use assessment well to support learning and plan pupils’ next steps. In some literacy lessons opportunities are occasionally missed for pupils to write at greater length.

The curriculum meets pupils’ needs well. There is a good focus on promoting the basic skills but pupils also enjoy many sporting, artistic and practical activities. The school is in the process of upgrading and improving its resources for information and communication technology. The school makes the most of a good range of

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

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partnerships to provide enrichment, for example, a nearby high school provides extension work for higher-attaining pupils in mathematics and offers dance workshops. Many visitors come to share their expertise with the pupils. After-school clubs such as archery, cooking, film club, football, athletics and dance are well attended and popular. The curriculum makes a very positive contribution to pupils' outstanding outcomes in staying healthy and keeping safe.

This is an outstandingly caring and supportive school. Staff perceptively identify early any pupils who may be at risk of not thriving and rapidly and effectively introduce interventions to support them. Pupils are fully aware of who to turn to if they are troubled and are confident that all the adults in school are there to help them and respond to their concerns. Staff are fully committed to supporting children and families and the governing body ensures that all pupils can take part in all activities, regardless of cost. The school's strategies have ensured that attendance has risen and is now securely average. Pupils have many opportunities to visit the local secondary schools and so have little or no anxiety about moving to larger schools at the end of Year 6.

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	1

How effective are leadership and management?

The outstanding leadership and commitment of the headteacher have been key to the school's success since the last inspection. Improvements are evident in better outcomes for pupils, better teaching and rapidly rising attainment and achievement. The headteacher has made good appointments and all the staff are fully committed to raising attainment and share her vision to become an outstanding school. Governance is good. The governing body is fully supportive of the school. Members visit regularly and have an accurate view of the school's performance. They hold the staff to account as well as providing strong support for the headteacher.

The school is good at supporting parents and carers so that they are fully involved in their children's education. Leaders make good use of local partnerships to provide wider learning opportunities and health and emotional support for pupils whose circumstances may make them vulnerable. The school works well to promote equality of opportunity for all pupils. Discrimination is not tolerated. In such a small school differences in performance relate more to individuals than to groups of pupils. The school rigorously tracks the progress of every individual and takes prompt action

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where there is evidence of any pupils in danger of not fulfilling their potential.

Safeguarding procedures are good. Recommended good practice is routinely well followed. The vast majority of parents and carers expressed full confidence. Staff are regularly trained and are well informed in matters of child protection. Pupils have an excellent understanding of how to keep safe and what constitutes an unsafe situation. The school is a happy, harmonious and cohesive community and has strong links with the local community. The school’s work in promoting community cohesion further afield is at an early stage.

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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children in Reception have access to a vibrant indoor learning environment and a well-resourced outdoor area. Outcomes are good. Few children have attended nurseries before starting school. They settle quickly and become confident in school routines. By the time they leave Reception all children have reached, and some have exceeded, the early learning goals set for them, particularly in personal and social development and numeracy. Children are well taught with a good degree of choice as to how and where they prefer to learn. They benefit from working for parts of the day with the older pupils. Assessment of children’s progress is good. Teachers and teaching assistants meticulously record their small steps in learning and use these to plan the next activities for each individual child. Adults pick up at once on children’s interests and devise activities to build on these. This particularly benefits children with special educational needs and/or disabilities. The recently appointed leader has already enhanced provision, made good links with parents and carers and has identified areas for further improvement. These include sharing planning more frequently with teaching assistants and providing even more information to help

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parents support their children’s learning. The staff team work very well together giving the welfare and safety of children the highest priority.

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

An above-average proportion of parents and carers returned questionnaires. Of these, the vast majority are very happy with the school. Many parents and carers summed it up as being ‘a wonderful school’ and spoke of their appreciation of the leadership of the headteacher. Only one criticism was raised and this was brought to the attention of the school in general terms. The inspection findings reflect the positive views expressed by parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The New Leake 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 inspector received 30 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	15	50	15	50	0	0	0	0
The school keeps my child safe	19	63	10	33	1	3	0	0
The school informs me about my child’s progress	15	50	15	50	0	0	0	0
My child is making enough progress at this school	14	47	16	53	0	0	0	0
The teaching is good at this school	16	53	14	47	0	0	0	0
The school helps me to support my child’s learning	18	60	12	40	0	0	0	0
The school helps my child to have a healthy lifestyle	19	63	11	37	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)	13	43	14	47	0	0	0	0
The school meets my child’s particular needs	16	53	14	47	0	0	0	0
The school deals effectively with unacceptable behaviour	14	47	13	43	1	3	0	0
The school takes account of my suggestions and concerns	17	57	10	33	1	3	0	0
The school is led and managed effectively	11	37	17	57	1	3	0	0
Overall, I am happy with my child’s experience at this school	18	60	12	40	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



9 November 2011

Dear Pupils

Inspection of The New Leake Primary School, Boston, PE22 8JB

Thank you for making my visit to your school so enjoyable. I would like to thank especially the pupils who talked to me about New Leake. You were excellent ambassadors for your school. Here are some of the reasons why your school is good.

- You make good progress because you have good teaching.
- Your behaviour is good and you concentrate in class and look after each other at play time.
- The school takes excellent care of you, so that you always feel safe.
- You learn a great deal about how to be healthy.
- You take on lots of jobs and responsibilities and so make an excellent contribution to your school and local community.
- Your school leaders do a good job and that is why the school has improved so much since it was last inspected.

Your reading, writing and mathematics are all improving but the improvement is slowest in writing. To help we have asked the school to make sure that you keep making good progress and to give you more opportunities to write at length. We have also asked the school to look at ways of helping you to understand more about how people in other communities live.

You can play your part by attending every day and continuing to work hard and enjoy your learning.

Yours sincerely

Judith Straw
Lead inspector

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