

# Leigh Primary School

## Inspection report

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<b>Unique reference number</b>	106225
<b>Local authority</b>	Tameside
<b>Inspection number</b>	384864
<b>Inspection dates</b>	9–10 May 2012
<b>Lead inspector</b>	John Coleman HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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>	305
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Shawdale
<b>Headteacher</b>	Janet Connor
<b>Date of previous school inspection</b>	17 May 2010
<b>School address</b>	Walker Lane Hyde Cheshire SK14 5PL
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<b>Fax number</b>	0161 368 2176
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	9–10 May 2012
<b>Inspection number</b>	384864



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## Introduction

Inspection team

John Coleman  
Peter Jones

Her Majesty's Inspector  
Additional inspector

This inspection was carried out with no notice. Inspectors observed teaching and learning in 15 lessons taught by 12 different teachers. Meetings were held with the vice-chair of the governing body, senior staff, a representative of the local authority and groups of pupils. Additionally, a group of parents spoke to inspectors. Inspectors observed the school's work, and looked at a range of school documentation including data showing pupils' attainment and progress, policies, the minutes of the governing body, safeguarding records and pupils' work.

## Information about the school

Leigh Primary School is a larger than average-sized primary school. It is situated in a residential area and occupies an extensive site. The proportion of pupils known to be eligible for free school meals is above the national average. A higher than average proportion of pupils speaks English as an additional language or is of a minority ethnic heritage. The percentage of disabled pupils and those who have special educational needs supported at school action is above average. The percentage supported at school action plus or with a statement of special educational needs is below average. The Early Years Foundation Stage is provided in a Nursery and two Reception classes. The majority of pupils experience some form of pre-school provision such as in a Nursery. The school has achieved nationally recognised awards such as Activemark and Financial Management Standard in Schools (FMSiS). The school does not meet the current government floor standard, which sets the minimum expectations for attainment and progress.

At the previous inspection, the school was placed in special measures because it was failing to provide an acceptable standard of education for its pupils. Since then, a new headteacher and deputy headteacher have been appointed. Around three quarters of teaching staff have been appointed in the last two years. The governing body has been supported by an Interim Strategic Group comprising a membership of governors, the headteacher, representatives of the local authority and external consultants.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a satisfactory and rapidly improving school. In accordance with section 13 (4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school no longer requires special measures. The school is not judged as good because improvements to the quality of teaching have not been sustained sufficiently long enough to ensure pupils make better than satisfactory achievement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Overall, leadership and management are good. Outstanding direction by the headteacher and excellent classroom practice by the deputy headteacher are rapidly driving school improvement. The governing body is decisive and provides good support and challenge to the school. Senior leaders are rigorous in their monitoring of performance and have an accurate view of the school’s strengths and weaknesses. The impact of middle leaders’ roles is satisfactory and improving. Rising levels of attainment, sharply accelerating rates of pupils’ progress and an improved quality of teaching all evidence leaders’ good capacity to improve the school.
- Attainment and progress vary across the school due to the legacy of underachievement. The current Year 6 pupils show levels of attainment which are broadly similar to those found nationally. This represents satisfactory progress over time and satisfactory achievement.
- The quality of teaching is satisfactory and quickly improving. Local authority and school monitoring shows an increasing percentage of teaching is good or better. Inspection evidence confirms this. Currently, due to mostly better teaching, pupils are making increasingly good progress. However, this has not been sustained for a long enough period to ensure that pupils make better than satisfactory progress over time.

- Pupils' behaviour and safety are good. Over time, attendance has improved and is now above average; exclusions have reduced and are now low. Parents and carers, and pupils, who spoke to inspectors, say that behaviour is good. Inspection evidence supports their views. Around the school and in classes pupils are polite, courteous and sociable with each other. This makes a good impact on pupils' learning.

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

- Improve the consistency of good and better teaching by:
  - reviewing the policy for teaching and learning with all staff and aligning the criteria for judging the quality of teaching
  - using the outstanding teaching practice in the school to lead staff development
  - raise the expectations of teachers regarding the pace of pupils' learning in lessons especially for the more able
  - removing the variable impact of the work of teaching assistants by utilising the excellent work of the best practice.
- Improve the impact of middle leaders on the progress of pupils by:
  - fully embedding the recent curriculum developments to increase opportunities for pupils to learn through investigation and exploration, especially in science
  - improving the tracking of pupils' assessments in sets throughout the year
  - extending the established monitoring arrangements in English and mathematics to other curriculum subjects
  - developing the impact of the outdoor environment in the Early Years Foundation Stage.

## **Main report**

### **Achievement of pupils**

In lessons seen by inspectors, pupils made at least satisfactory progress and, in some cases, good progress. The strongest progress was observed in lessons in upper Key Stage 2 where, at times, progress was outstanding due to high quality teaching. In the Early Years Foundation Stage children made mostly satisfactory progress. Disabled pupils and those who have special educational needs make similar progress to most pupils. The school's monitoring of lessons and tracking of pupils' progress shows this is mostly good during the current academic year. Parents and carers who spoke to inspectors said that pupils are making good progress. Inspection evidence gathered by a scrutiny of pupils' work, shows that currently progress is improving and is mainly good in 2012. However, the underachievement of the past needs a greater sustained period of good and better progress, in order to ensure that all pupils reach the levels of attainment of which they are capable.

Children enter the Early Years Foundation Stage with a level of skills and knowledge

which is below that seen for most children of this age. They make satisfactory progress which is strongest in acquiring the skills of spoken language and communication. On entry to Year 1, pupils' attainment is below average. Their progress in Key Stage 1 varies and is satisfactory overall but attainment remains below average by the end of Year 2 in reading, writing and mathematics. The percentage of pupils attaining the higher Level 3 is well below average. In Key Stage 2, pupils make increasingly better progress which accelerates strongly in Years 5 and Year 6. Over time, progress and attainment in English have been broadly similar to that expected nationally. In mathematics, a major concern at the previous inspection, progress is sharply improving and is enabling pupils to make up the lost ground of previous years. Nevertheless, variations remain and while attainment in reading and writing, by the end of Year 6, is a little above average, attainment in mathematics is a little below average. In both subjects the percentage of pupils attaining the higher Level 5 is below average. Taken overall, this represents satisfactory and improving achievement.

### **Quality of teaching**

At the previous inspection the quality of teaching was judged as inadequate. Since then, many new teachers have been appointed, extensive professional development has taken place and rigorous monitoring procedures hold teachers to account for their performance. As a result, the quality of teaching is satisfactory overall and is sharply improving. There remains some variation in the quality of teaching and the consistency of good and better teaching is not sufficiently sustained over time to ensure better than satisfactory achievement.

School and local authority records show most teaching observed this year to be good. Parents who spoke to inspectors were of the view that teaching is good and, in particular, they thought unanimously that teaching has improved enormously. During the inspection, most teaching was good or satisfactory and outstanding practice was seen. Pupils make the most progress when teachers have high expectations of the pace of learning. In these lessons, teachers capture pupils' interest quickly, set challenging tasks and check pupils' understanding rigorously before quickly moving learning on to the next step. For example, in a mathematics lesson in Year 5/6, pupils came into the classroom after lunch to find a 'magic square' displayed on the interactive whiteboard. Immediately, they showed curiosity and interest and settled to explore the numbers. Within a few seconds, the teacher engaged the pupils in skilfully targeted questions which required them to explain their thinking. Meanwhile, the teaching assistant interacted with the teacher and began to compile on the board, an aide-memoire of features of 'magic squares' for the pupils to refer to later. The teacher moved learning on at rapid pace as she explained the mathematical characteristics by drawing on the pupils' suggestions.

Satisfactory teaching is often characterised by whole-class teaching which does not sufficiently challenge all groups of pupils, especially the most able. Additionally, in some lessons, teachers spend too long introducing tasks or recapping previous learning. Consequently, the pace of learning slows as some pupils lose interest. Variations in the deployment of the teaching assistants, who are present full time in all classes, are evident across the school. The best practice is seen where teaching

assistants act as a second teacher, skilfully delivering learning and fully interacting with the teacher. All teaching assistants provide suitable care, guidance and support for either individual pupils or groups of pupils. Teaching and support for disabled pupils and those who have special educational needs are satisfactory. In some classes, teaching assistants are too passive and do not impact sufficiently on the progress which pupils make.

Throughout the school, including in the Early Years Foundation Stage, teaching makes an effective contribution to pupils' spiritual, moral, social and cultural development. In the Early Years Foundation Stage effective use is made of a wide range of manufactured outdoor equipment and resources. Insufficient emphasis is given to providing children with opportunities to learn from natural resources in the outdoors. The good curriculum, which is developing a greater emphasis on practical experiences and investigative work, impacts well on the quality of teaching. Recent improvements to the resources used to teach reading are impacting strongly on pupils' enthusiasm and interest. Pupils who read to inspectors spoke highly of the new reading books and explained how they enjoy the way teachers guide and improve their reading skills.

### **Behaviour and safety of pupils**

In lessons and around the school, pupils behave well. Staff set consistent expectations for pupils' behaviour. Supervision is vigilant. Pupils are welcoming to visitors. Pupils readily discuss their ideas with each other and show good cooperation and collaboration in lessons. Parents and carers spoke about how behaviour has improved because teaching is much better and holds pupils' interest more. Pupils understand the different forms of bullying; they say that there is no bullying and that any minor fall-out between pupils is quickly sorted out by staff. Parents, carers and pupils all feel that staff are very approachable and helpful. Pupils say that the staff look after and care for them very well. Pupils feel safe and enjoy school. Over the last two years, due to the introduction of suitable rewards and sanctions, pupils' attendance has improved and is now above average. There are far fewer exclusions and none in 2012. Pupils appreciate the way teachers recognise and praise their good attendance. The impact of this is illustrated by the comments of parents and typified by one parent who told inspectors, 'during the recent bank holiday my child said he would rather go to school because he enjoyed it so much.' The impact of pupils' good behaviour is seen in their positive attitudes towards learning in lessons. This is significantly helpful to their progress.

### **Leadership and management**

The headteacher and deputy headteacher are a highly effective team. They have successfully steered the school through the transition from special measures. Staff morale is high due to the senior leaders' infectious energy and enthusiasm for school improvement. Consequently, the staff are as one, united behind the senior leaders, striving to raise standards. Rigorous monitoring of teaching ensures that staff development is targeted to improve performance. However, the policy for teaching is not sufficiently aligned with the criteria used to judge teaching quality. There is no inadequate teaching and an increasing amount which is good and better. The

outcomes of monitoring by senior leaders are carefully evaluated to inform action planning for school improvement. Plans are structured well, target the key areas and build in regular opportunities to check on progress against measurable criteria for success. In a relatively short time, leaders have achieved significant improvement to pupils' behaviour and safety, the quality of teaching and pupils' overall achievement. This demonstrates leaders' good capacity to improve and their determination to promote equality and tackle discrimination.

The governing body provides effective support and challenge to school leaders. A well-organised set of committees, including the Interim Strategic Group (ISG), ensures that all statutory requirements are met, including those for safeguarding. The ISG successfully holds leaders to account through a range of monitoring arrangements, in which governors make first hand observations of teaching, hold face-to-face discussions with leaders and scrutinise reports about the school's performance. The governing body is determined to improve the school's performance as shown by the rigour of staff appointment procedures.

The development of middle leaders' impact on pupils' achievement is variable. Rightly, priority has been given to improving the school's performance in mathematics. Led by the deputy headteacher, significant gains have been achieved through improving teachers' skills. As a result, pupils make much improved progress in mathematics. However, the school's best practice is not always used widely enough to improve teaching in other subjects. In English and mathematics, setting arrangements for pupils are enabling a sharper focus to teaching which is improving pupils' progress and ensures equality of opportunity. In other subjects, including science, the impact of middle leaders' work is less well embedded.

The curriculum provides well for pupils' interests, aptitudes and abilities. There are developing cross-curricular themes which are providing increasing opportunities for pupils to learn through exploration and investigation. There is not enough emphasis on these aspects in science. There are many extra-curricular after-school clubs which pupils enjoy. These have high rates of participation. The learning experience for pupils is enriched by a range of trips and visitors. These make a good contribution to pupils' spiritual, moral, social and cultural development.

Procedures for ensuring the welfare, health and safety of pupils are suitably in place. Safeguarding arrangements fully meet the requirements. Risk assessments for fire hazards, premises management and school activities are each undertaken carefully. Registration and evacuation procedures are appropriate. Staff receive suitable training for child protection requirements and first aid.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



11 May 2012

Dear Pupils

### **Inspection of Leigh Primary School, Hyde SK14 5PL**

Thank you for welcoming the inspection team into your school when we visited you recently. We would like to share with you what we found out about your school. We judged that the overall effectiveness of Leigh Primary School is satisfactory and improving and the school no longer requires special measures. There are three main reasons for this judgement.

- The headteacher and deputy headteacher are very good at improving your school. Helped by the governing body and all the staff, they are making sure you achieve much better than you used to. You reach broadly average levels of attainment by the time you leave in Year 6.
- Teaching is satisfactory and improving quickly. You told us this and we agree. Lessons are mostly interesting for you and help you to learn the skills and knowledge you will need in the future.
- You behave well in lessons and around the school. Attendance is now good and you appreciate all the ways in which the school celebrates this. You feel safe in school and the staff look after you well.

All schools need to develop and improve. We have asked that more of the teaching is good so that you continue to improve how much you learn and reach higher standards. Also, we have asked that the staff look more closely at the work you do in sets, the amount of time you have for science experiments and the amount of progress made by those of you who are more able.

Thank you once again for all your help. We wish you well in the future.

Yours sincerely

John Coleman  
Her Majesty's Inspector

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