

# Lillington Primary School

Cubbington Road, Lillington, Leamington Spa, CV32 7AG

## Inspection dates

10–11 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. Many of them start the Nursery Year with levels of development below those expected for their age. They make good progress to achieve standards that are average by the end of Year 6.
- Children make very rapid progress in the Early Years Foundation Stage because their learning is exceptionally well supported.
- Pupils behave well and feel safe in school. They work well together in lessons.
- Well-organised teaching of literacy and numeracy enables pupils to make good progress in these skills as they move through the school.
- Disabled pupils and those with special educational needs make good progress because the support provided is pitched at just the right level to help them to learn.
- Money, including any special funding, is spent wisely on helping to close gaps in pupils' basic skills.
- The school is well led and managed. The headteacher and senior leaders support teaching staff well. Consequently, they all make a good contribution to pupils' progress and the school continues to improve.
- The governing body is well-informed about the work of the school and effectively holds it to account for the standards achieved.

### It is not yet an outstanding school because

- Reading is not as strong as writing in Key Stage 2 and pupils do not always have the skills to select relevant information when reading. Some do not read much for pleasure. In addition, pupils' writing is sometimes untidy and they are not always given opportunities to check and correct their work.
- There are not enough opportunities for pupils to: develop their skills in art and music; understand and appreciate the different cultures people living in modern Britain come from or to use the environment and their own interests and ideas as starting points for study.

## Information about this inspection

- Inspectors observed 11 lessons and saw all the teachers teaching. They also observed playtimes and lunchtimes, talked to pupils about their views and looked at samples of their work .
- The inspection team examined documents including teachers' planning, records of pupils' progress and policies relating to keeping pupils safe. .
- Meetings were held with a representative of the local education authority, members of the governing body and teaching staff.
- Inspectors talked with parents before and after school and took into account the views of the 13 parents who had completed the on-line Parent View questionnaire.

## Inspection team

Peter Kerr, Lead inspector

Additional Inspector

Jan Connor

Additional Inspector

## Full report

### Information about this school

- Lillington is smaller than the average sized primary school.
- An average proportion of 11 per cent of pupils are supported through school action.
- A further seven per cent of pupils are either supported through school action plus or have a statement of special educational needs. This is an average proportion. The most common reasons for this level of support are moderate learning difficulties and behaviour, emotional and social difficulties.
- More than one half of pupils are known to be eligible for the pupil premium. This is an above average proportion compared to most schools.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise attainment in reading in Key Stage 2 by:
  - providing more opportunities for pupils to read for pleasure and to use their reading skills to find information in texts
  - helping pupils to think carefully about what they read in books and on the internet.
- Ensure that the quality of presentation of pupils' writing does justice to the content by:
  - raising expectations for the quality of presentation
  - providing regular opportunities and support for pupils to edit and improve their written work.
- Improve the quality and range of pupils' learning experiences by:
  - providing more opportunities for pupils to develop skills in art and music
  - using the environment and pupils' ideas more creatively to provide starting points for their work in all subjects
  - helping pupils to learn more about the different cultural backgrounds of people living in Britain today.

## Inspection judgements

### The achievement of pupils is good

- Children make rapid progress in the Early Years Foundation Stage from low starting points, especially in communication and literacy. They gain confidence, improve their talking and listening and become highly motivated and independent learners.
- By the end of Reception, children's attainment is broadly average in most areas. It remains lower in aspects of reading and writing but nonetheless children have made up significant ground in these areas during their time in the Early Years Foundation Stage.
- A good upward trend in results means that pupils now attain broadly average standards in English and mathematics. Progress is good in reading in Key Stage 1 because pupils learn letters and sounds regularly. By the age of six, the pupils' attainment in reading is at expected levels.
- Pupils' progress is good in Key Stage 2. Attainment in English and mathematics by Year 6 has improved over the past two years to being broadly average. The school's tracking of pupils' progress shows that this improving trend is set to continue and pupils currently in Year 5 are on track to attain even better standards.
- Fewer pupils reach above average standards in reading than in writing and mathematics. Many pupils read regularly and widely, but some do limited reading outside of lessons. Nevertheless pupils say they enjoy reading and are glad that the school is providing more books. They express preferences for specific authors and types of books.
- Year 6 pupils read fluently, but sometimes lack the skills to select relevant information, for example when researching on the internet.
- Pupils express themselves well in writing, but are not always careful enough about spelling, punctuation and handwriting. This leads to some work that is untidy work but this is not always picked up by teachers.
- Pupils listen attentively to teachers, work well together and usually try their hardest. They are also capable of working independently for sustained periods. For example, Year 5 pupils worked enthusiastically with partners to write out patterns in numbers, clearly explaining the rules. They were highly motivated because they were following up their own ideas.
- Pupils say that they do not often get such opportunities to explore their own ideas as lessons nearly always involve completing tasks set by the teachers.
- Pupils falling behind in reading and number skills learn well in the sessions aimed at making 'every child a reader' and 'every child a counter'. Consequently, these pupils quickly make up any gaps in their skills.
- Pupils with behavioural, emotional and social difficulties improve their behaviour and learning through sessions with the learning mentor.

### The quality of teaching is good

- Outstanding teaching was seen in the Early Years Foundation Stage. A wide choice of equipment

and materials is provided indoors and outdoors. Staff closely observe children as they play, supporting their learning exceptionally well when opportunities arise. For example, as children played on the climbing equipment, a teacher led them in the chanting of letters and numbers they had learned earlier. The children loved it.

- Good teaching over time in English and mathematics is evident in the pupils' books throughout the school. Teachers plan lessons to cover the required ground thoroughly in these subjects and pupils say that regular marking helps them to improve.
- Teachers give good support to pupils to read in guided reading lessons but know they could do more to encourage less enthusiastic readers to read more in their own time. Plenty of opportunities are provided for pupils to use their literacy and mathematical skills in topic work and these contribute to the good progress pupils make.
- Marking has clearly improved the content of pupils' writing, for example in the use of adventurous words and phrases. However, pupils are not always given opportunities to check and correct their own work.
- Teachers regularly get pupils to talk with partners in lessons. This helps them to explain their thinking and learn from one another. Sometimes teachers miss opportunities to encourage pupils to reflect on the material they are reading in order to help them gain deeper insights and meanings.
- Teaching staff support pupils with moderate learning difficulties effectively, either enabling them to complete the same tasks as other pupils or make good progress towards their individual targets. As a result these pupils achieve well.

### **The behaviour and safety of pupils are good**

- Pupils say they like school and feel safe there. As one pupil put it, 'its good to be a pupil at this school.'
- Procedures for encouraging good behaviour and full attendance are good. Pupils are enthusiastic to be 'cool cats' and win the weekly award for best attendance. As a result, attendance has improved dramatically over the past year.
- Pupils' behaviour in lessons and around the school and playgrounds is typically good. They get on well together and are polite and friendly towards adults.
- Policies and procedures for keeping pupils safe are robust. Pupils know the rules that help them to keep safe, including those related to internet safety.
- Pupils have an age-appropriate understanding of the different forms that bullying can take, including homophobic and racist name-calling. They say that name-calling upsets some pupils on the few occasions it occurs, especially if their own names are made fun of because they are different. These comments were brought to the attention of the headteacher who followed it up immediately.
- Pupils talk freely about their views and feelings and about aspects of differences between themselves and others, including religious beliefs. They establish friendships across the different religious traditions represented in the school but have only a superficial understanding of the different cultural backgrounds of their class mates.

- Pupils with behaviour, emotional and social difficulties are managed well to ensure that they do not miss lessons. Consistent expectations are set that help them to control their own behaviour.
- Discussions with pupils revealed that they liked many of their lessons, for example in literacy, numeracy and science. Although they enjoyed the art, music and singing lessons that are provided, pupils said that they did not regularly practise skills in these subjects. This is reflected in teachers' planning for coverage of these subjects.

### **The leadership and management are good**

- The new headteacher, working closely with the existing leadership team, has developed a strong feeling of solidarity in the school.
- Parents and carers particularly appreciate the improved organisation and structure that the headteacher has established and the quality of the information they receive. They are confident that the school keeps their children safe and that it would respond well to any concerns they might have.
- Good support from the local authority helped the headteacher to settle in and get to know the school. This enabled him to build a strong leadership team and begin to set targets for all staff that relate to the pupils' achievement.
- The headteacher works with staff to identify accurately what is good about the school and what needs improving. This creates a positive climate for change and good capacity to continue improving.
- All leaders make a contribution to the improvement of teaching. Suitable support is given to remedy weaknesses. For example inconsistencies in assessment have been minimised through colleagues comparing how they assess pupils' work.
- Equality of access for all pupils is strongly promoted. Effective support is given to any pupils and their families if issues arise. The appointment of a learning mentor, for example, has helped pupils having difficulties coping with school to better manage their feelings and emotions and get the most out of lessons.
- The funds available for helping the poorest families have been spent wisely. Individual help is given, for example, to enable pupils falling behind to catch up with their class mates in reading and number and to help those with behaviour, emotional and social difficulties. As a result, these pupils enjoy lessons and make good progress.
- The curriculum has contributed very effectively to closing gaps in achievement and bringing standards in English and mathematics up to the national average. It is not yet fully effective at providing for pupils' creative development and using the environment and pupils own ideas to shape learning.
- Pupils' moral and social development is promoted strongly, contributing to good behaviour and very happy relationships. Planning for cultural development is patchy. Opportunities are missed, for example, to explore and celebrate the rich variety of cultural backgrounds of pupils at the school.

### **■ The governance of the school:**

- knows what is happening in the school, including how well the pupils are achieving and how good teaching is
- ensures that good teachers are rewarded appropriately and insists on improvements from teachers whose performance is below expectations. It manages the budget well and targets spending wisely on closing gaps in attainment between different groups of pupils
- ensures that all members of the governing body have the training and support they need to do the job well.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	130869
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	402426

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Randle
<b>Headteacher</b>	Derek Fance
<b>Date of previous school inspection</b>	21 September 2009
<b>Telephone number</b>	01926 425114
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