

The Old Leake Primary and Nursery School

Old Main Road, Old Leake, Boston, PE22 9HR

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Children make good progress in the Early Years Foundation Stage because good opportunities are provided to develop their skills and learning.
- Standards in reading, writing and mathematics at the end of Key Stages 1 and 2 have risen steadily over the last few years.
- Most pupils make good progress in reading, writing and mathematics throughout the school.
- The vast majority of teaching is good and some is outstanding. This is because leaders, managers and governors work well to ensure that it is improving.
- Behaviour, both in lessons and around school, is good. Pupils say they feel safe and can talk about how to stay safe outside school.
- The strong leadership of the school ensures that pupils' progress is regularly checked.
- The headteacher and senior leaders have a clear understanding of how they can continue to improve the school and raise standards.
- Governors regularly visit the school and ask challenging questions to check how well the senior leaders are doing. This means that they have a good understanding of the school's strengths and how it can improve.
- The spiritual, moral, social and cultural education of pupils is a strength of the school and underpins all it does.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Marking in books does not always give pupils clear guidance as to the next steps in their learning.
- In some classes, pupils do not always have time to respond to their teacher's comments on how they can improve.
- Sometimes, the questions teachers ask check pupils' understanding but do not make them think deeply enough to develop their learning.
- Some subject leaders (middle leaders) have not yet had the opportunity to develop their skills of checking how well pupils are doing in their subjects.

Information about this inspection

- The inspectors observed 22 lessons or parts of lessons, of which three were joint observations with the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, school staff including senior and subject leaders, and a representative of the local authority. Informal discussions were held with parents.
- The inspectors took account of the 30 responses to the online questionnaire (Parent View), the school’s pupil and parent questionnaires, and 18 staff questionnaires.
- The inspectors observed the school’s work and looked at: information from the school’s checks on its performance; school improvement plans; analysis and tracking of pupils’ progress; leaders’ records of classroom observations; safeguarding arrangements; and minutes of governing body meetings. They also sampled pupils’ work, listened to pupils read and checked information on pupils’ attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Colin Lower

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding to help particular pupils who need it) is above average.
- The proportions of pupils from minority ethnic groups and of those who speak English as an additional language are both much lower than average.
- The proportion of pupils who are supported through school action is above average while the proportion of those supported at school action plus or through a statement of special educational needs is below average.
- No pupils are taught in alternative provision away from the school site.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding through ensuring that:
 - all marking and guidance from teachers gives pupils a clear understanding of what they need to do to improve and pupils are routinely given opportunities to respond
 - all teachers use questions not only to probe understanding but also to develop pupils' learning.
- Strengthen the leadership and management of the school by developing the skills of middle leaders so that they can all accurately check progress in their subjects and sustain continued improvement.

Inspection judgements

The achievement of pupils is good

- Children make good progress in the Early Years Foundation Stage. They start school with skills lower than age-related expectations. Improved provision over the last few years means that pupils now enter Key Stage 1 with skills broadly in line with expectations.
- Standards in English and mathematics by the end of Key Stages 1 and 2 are broadly average and improving. Lower attainment in previous years resulted from pupils' slower rates of progress. This trend has been reversed over the last few years and pupils are attaining in line with national expectations and higher.
- The results of the national screening check on how well pupils know the sounds letters make (phonics) in Year 1 were average. However, readers heard during the inspection showed a good range of skills to read unknown words and many pupils' reading standards are above average.
- Progress is good for most pupils in reading, writing and mathematics. It is stronger in writing than in other subjects in most year groups. Progress in reading was slower for some Year 6 pupils last year but school tracking data and work in books show good progress for all year groups currently in the school.
- Most disabled pupils and those who have special educational needs make good progress because of the good support they receive. Pupils from minority ethnic backgrounds and those who speak English as an additional language make similar progress to other pupils.
- Pupils who are eligible for pupil premium funding make good progress and most reach standards in line with other pupils in the school. Much of the money has been spent on extra adults and learning programmes to provide individual or small group teaching and support for these pupils.

The quality of teaching is good

- In most lessons work is well matched to pupils' abilities. This means that pupils of all abilities make good progress. For example, some more-able Year 6 pupils worked independently on challenging algebra problems that their teacher had pre-recorded on a laptop, while he introduced the rest of the class to the subject at a slower pace.
- Teachers regularly question pupils to check their understanding. Sometimes, however, questions do not move pupils forward in their learning. Where questioning is used well, pupils are challenged to think deeply and explain their answers. For example, in a history lesson, Year 5 pupils drew graphs showing possible patterns of evacuee numbers during the war. The teacher urged them to 'get inside each other's heads' to analyse what their thinking may have been to produce the different results.
- Good teaching in the Early Years Foundation Stage means that children make good progress. The range of activities enthuses and excites children while developing their skills and knowledge. For example, pupils in the Reception class were reading about a bear hunt. They developed sequencing skills through retelling and acting out the story and number skills while sorting bears in a water tank.
- Books are marked regularly. In some cases teachers give guidance as to how pupils can improve their work. However, this is not consistent across the school and across all subjects. Pupils

sometimes acknowledge the teacher's comments but they are not always given the opportunity to act upon them.

- Disabled pupils and those who have special educational needs work well with other pupils. They are supported by additional adults who are well briefed and sensitively address pupils' specific needs while also developing their independence. This means that they are able to make as much progress as other pupils in the class.
- Pupils who are eligible for additional funding, such as the pupil premium, make good progress because any needs are quickly identified. Well-matched support means that gaps between their progress and that of other pupils are narrowed.
- Pupils are very enthusiastic about their homework. One pupil commented, 'I think everybody loves it!' Investigations and challenges are carefully planned by teachers so that pupils develop literacy and numeracy skills across all subjects.
- In all lessons, teachers encourage an excitement for learning while developing responsible and good social and moral skills. Pupils respond well and show consideration and respect. For example, following a music lesson where pupils had been fully engrossed in performing a piece of music, their delight at the outcome was followed by a number of pupils thanking the teacher for the lesson as they left.

The behaviour and safety of pupils are good

- Pupils behave well in and around school. They are polite to adults and each other and can be overheard thanking one another for help given or politely asking for something. They move sensibly around school and adhere to the different zones on the playground to ensure safe play. Occasionally, some pupils need reminding of appropriate behaviour while eating lunch or on the playground, but all pupils respond well to adult direction.
- Pupils have a clear understanding of right and wrong. They can talk about treating people fairly regardless of background. During lessons, pupils readily discuss moral dilemmas, either personal or on a wider scale. For example, Year 5 pupils discussed the deforestation of rain forests and wrote letters to a confectionary company, challenging them on using unsustainable sources of palm oil.
- Older pupils feel that they should be good role models for younger pupils. Prefects in Year 6 set up play equipment at lunchtime and say they help organise games when needed. Peer mentors in Year 5 are trained to resolve any minor disagreements on the playground and they take their role very seriously.
- Pupils have a very clear understanding of different forms of bullying. Older pupils say that there was some bullying in the past but it is now very rare. They talk in a mature way about different types of bullying including homophobic bullying. They are adamant that there are always people to go to with any problems and incidents are dealt with swiftly and effectively.
- The school's 'worry bag' is available to all pupils and they say it works well. They value the fact that an adult is there specifically to support them if they have any concerns, but also feel that they can talk freely to their class teacher.
- Pupils know how to keep themselves safe in a range of situations. For example, younger pupils were taught about firework safety last term and older pupils demonstrate a good understanding

of how to stay safe when using the internet, citing potential hazards of using social networking sites.

- The school works closely with parents and carers to ensure good attendance. From below average three years ago, attendance has improved and is currently just above average.

The leadership and management are good

- The headteacher has overwhelming support from parents and staff. All parents who responded to the online questionnaire agreed that the school is well led and managed. Many other parents and staff spoke of the good leadership of the headteacher and her senior team. A rise in standards and improved progress since the headteacher took up post support their views and show a good capacity for further improvement.
- Senior leaders have a clear understanding of how the school can improve. Progress in reading, writing and mathematics is tracked rigorously to ensure that any pupils in danger of falling behind are quickly identified. However, some other subject leaders (middle leaders) have not yet had the opportunity to develop their leadership skills enough to check accurately on and improve progress in their subjects.
- Teachers' performance is judged against how much progress their pupils make and how well they fulfil their different roles in the school. Targets for teachers are used to measure whether promotion up the pay scale is justified by the results achieved.
- The subjects pupils are taught are well planned and provide an exciting range of experiences. Pupils talked enthusiastically about residential visits and dressing up as Tudors and Vikings when studying those subjects. The development of literacy, numeracy and communication skills is becoming more securely embedded across different subjects.
- There is good provision for pupils' spiritual, moral, social and cultural development. The school has strong links with the church and local community. Pupils are given opportunities to reflect on their beliefs and the beliefs of others. The school works hard to develop an understanding of different cultures through themed days such as India day, music and art. The 'Welcome Box' of activities and greetings in a range of languages are designed to help new pupils settle in and feel valued.
- The local authority has provided support for school leaders in helping them forge partnerships with other schools. It has also supported the school in ensuring good teaching of phonics and developing the Early Years Foundation Stage provision.
- **The governance of the school:**
 - Governors are fully aware of how the school needed to improve since the last inspection and of their role in supporting and challenging the headteacher and senior leaders in order to achieve this. The chair of governors has clear drive and ambition for the school and is very active in checking progress towards school improvement priorities. She and other governors visit the school regularly to see, and report on, the impact of the governing body's decisions on teaching and learning. They have a good understanding of how school data reflects progress for different groups of pupils. Finances are well managed and specific funding such as the pupil premium is well targeted and checked regularly for its effectiveness. The chair of governors explained that much of the funding supports pupils' direct learning through small group support. Some, however, is also used to pay adults who work closely with pupils whose circumstances may make them vulnerable. They help resolve any worries so that pupils feel more able and ready to learn. Governors make sure that they keep up with changes in

education by using on-line training programmes and attending training sessions. Governors are clear about the quality of teaching and how it has improved since the last inspection. They have agreed a new policy to ensure that the performance of teachers is checked regularly and only good teaching is rewarded with an increase in pay.

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

Unique reference number	120682
Local authority	Lincolnshire
Inspection number	405956

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Marlene Marriott
Headteacher	Susan Rayner
Date of previous school inspection	08 December 2010
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