

# Lacey Gardens Junior School

Lacey Gardens, Louth, Lincolnshire, LN11 8DH

**Inspection dates** 26–27 February 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress, particularly in mathematics, is not fast enough. Consequently levels of attainment are not high enough.
- Teachers do not always use information about the pupils' abilities and levels of attainment to plan lessons to allow all pupils, particularly the most able, to do the best that they can.
- Some teachers do not mark work often or thoroughly enough to ensure that pupils know what to do in order to improve.
- Attendance, although improving, is much lower than the national average. Strategies to promote the importance of excellent attendance are currently underdeveloped.
- The school's leaders and managers, including members of the governing body, have not secured the improvements necessary to ensure that all pupils receive a good quality of education.

### The school has the following strengths

- A fresh strategic approach from the new headteacher is rapidly improving the quality of teaching and pupils' achievement and has inspired the staff team.
- Behaviour is good and pupils feel safe in this inclusive school.
- Pupils' spiritual, moral, social and cultural development is promoted well.

## Information about this inspection

- Inspectors observed 18 lessons and part-lessons which included two joint lesson observations and a period of short visits to each classroom with the headteacher. They also listened to pupils read and observed the teaching of literacy and numeracy to smaller groups of pupils.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school’s work and looked at pupils’ books, progress data, safeguarding information and other documentation.
- At the time of the inspection there were five responses to the Parent View online questionnaire. Responses from the school’s own parental survey and 26 responses to the staff questionnaire were taken into account.

## Inspection team

Simon Mosley, Lead inspector

Additional Inspector

Ann Ashdown

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is well above average.
- A below-average proportion of pupils are from minority ethnic backgrounds as is the proportion who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is well above average, as is the proportion supported at school action plus and with a statement of special educational needs.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.
- The headteacher had been in post for five weeks at the time of the inspection. The structure of the senior leadership team is currently under review.

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

- Increase the impact of teaching on pupils' learning by:
  - ensuring that teachers plan activities that stretch all pupils, especially the most able
  - making sure that all teachers allow pupils to find things out for themselves
  - improving the consistency and quality of marking so that pupils know exactly what they need to do to reach or exceed their targets.
- Ensure that achievement is good or better by:
  - raising attainment in all subjects, particularly mathematics
  - using the recently established tracking system and the progress data provided to effectively plan lessons and target support.
- Raise attendance and reduce levels of persistent absence by:
  - more effectively raising the profile, importance and expectation of excellent attendance among all pupils, parents and staff
  - developing more effective strategies to raise attendance, particularly among those pupils who are persistently absent
  - working with parents to secure their support for actions to improve attendance by making them fully aware of the negative impact of poor attendance.
- Improve the leadership and management of the school in order to raise achievement by ensuring that all leaders have a strategic role and clear responsibilities in order to take action to drive school improvement.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils join and leave the school with attainment that is broadly average, although this does fluctuate from year to year.
- In national tests in 2012, the attainment of pupils in Year 6 was average in English but significantly below average in mathematics. Significantly fewer pupils than nationally reached the higher level in mathematics. In English, the proportion of pupils who made the minimum progress expected of them was similar to that found nationally but in mathematics it was below. In both English and mathematics, fewer pupils than nationally were doing well.
- The school has recently improved the way in which standards are assessed and pupils' progress is measured. Although this information is not yet used fully to plan lessons, it does show that current pupils are beginning to make faster progress and their achievement is rising.
- Disabled pupils and those who have special educational needs, the small number of pupils who speak English as an additional language and the pupils for whom the school receives pupil premium all progress at the same rate as other pupils.
- The pupil premium is spent wisely on providing small-group teaching and one-to-one tuition for those who need extra help. However, although the progress of these pupils is accelerating their attainment, as measured by their average points scores at the end of Key Stage 2, shows there is still a gap in the overall standards reached by pupils who are eligible for free school meals compared to other groups of pupils in the school. In mathematics, their attainment is significantly lower than that of other groups although there has been a gradual reduction in the gap during recent years. In English, the impact of actions taken has been greater and there was no gap between the groups in 2012.
- Many pupils are keen readers but the teaching of phonics (linking the sounds that letters make) does not always accelerate the progress of pupils at a fast enough rate.
- The school knows that to encourage good progress they must more effectively support and stretch all groups of pupils, especially the most able, and increase the progress all pupils make in mathematics.

### The quality of teaching requires improvement

- Teaching varies across the school from requiring improvement to outstanding. Some weaknesses in teaching have been tackled successfully and the quality of teaching is improving. However, teaching is not good enough in all lessons to enable all groups of pupils, including the most able, to make good progress and achieve well.
- Teachers do not consistently make sure that the lessons they plan challenge and motivate all pupils to produce their best work. Some teachers expect all pupils to complete the same task and lessons do not always focus on promoting learning, developing understanding and extending pupils' skills. Teachers are not yet making full use of assessment data and the newly established tracking system to inform their planning.
- Marking is inconsistent and it does not match the quality of the way some teachers talk to pupils to help them improve their work. This means that not all pupils, including those who speak

English as an additional language, disabled pupils and those who have special educational needs, know exactly what they need to do in order to reach or exceed their targets.

- In the best lessons, pupils are given clear guidance on how to improve their work and set themselves challenging targets. They are given opportunities to act upon clear guidance and the work matches their individual needs. However, this good practice is not yet fully shared across the school and, in some lessons, pupils are unsure how to take the next steps in their learning, are not encouraged to work independently and receive too much teacher-led input.
- The quality of input from teaching assistants is inconsistent. Where they are most effective they promote good learning by asking probing questions, providing additional resources and targeting activities to meet the needs of individuals. However, in lessons that are largely led by the teacher, they have limited impact.
- A good learning environment is developed through the good relationships existing between teachers and pupils and pupils' good behaviour in lessons. However, teachers do not always allow pupils to solve problems by themselves or in groups, and so they do not learn as effectively as they could.
- The use of information and communication technology to improve learning is underdeveloped but opportunities to promote literacy and numeracy across the curriculum are taken. For example, in a Year 4 science lesson, pupils were using mathematical skills to explore the differences between mass and volume.
- The promotion of spiritual, moral, social and cultural development is a strength of the school. Pupils are encouraged to explore important issues and develop informed opinions, for example through the debt management play. They are encouraged to develop as global citizens through direct experiences such as 'Send my Friend to School' and 'Young Americans'.

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

- Pupils have good attitudes to learning and typically behave well in lessons and around the school. They are polite, well mannered and welcoming.
- Incidents of poor behaviour are rare, exclusion rates are low and infrequent low-level disruption is usually well managed by staff.
- Pupils know how to stay safe and say that they feel safe in school. The school promotes good relationships between all pupils so bullying is extremely rare. Pupils understand that there are different types of bullying, including cyber-bullying, and are confident that should any incidents of bullying occur that they will be dealt with swiftly.
- Responses to the school questionnaire and conversations with parents indicate that the vast majority of parents agree that their children feel safe in school and that they are well cared for. School staff are equally positive about relationships and good behaviour in the school.
- Assemblies, lessons and a number of extra-curricular and enrichment activities promote pupils' spiritual, moral, social and cultural development well. Pupils enjoy opportunities to take responsibility, for example, as assembly and lunchtime monitors.
- Pupils whose circumstances make them vulnerable are supported well by the school and receive targeted help when this is needed. Pupils and their parents are especially appreciative of the

personal help and support that the school gives.

- Pupils' rates of attendance are much lower than the national average. The school is not yet sufficiently proactive in raising the profile, importance and expectation of excellent attendance among all pupils and their parents.

### **The leadership and management** requires improvement

- Leadership and management requires improvement as some leaders need to develop their expertise in order to be able to improve the quality of teaching and the progress being made in their areas of responsibility.
- The very recently appointed headteacher, supported by an improving governing body, has demonstrated that the school has the capacity to improve. She has created a momentum of change and the success of recent initiatives has begun to improve the quality of teaching in the school and accelerate pupils' progress. However, leaders and managers have not ensured that the school provides a consistently good quality of education over time by carrying out all of the recommendations from the previous inspection.
- The school development plan and the report to the governing body indicate that the headteacher is aware of the areas of the school's work that still need to develop. In a relatively short period of time, she has established a clear vision and a plan for school improvement. However, some of this work is still at a very early stage and its impact is not fully evident.
- Improving the quality of teaching is a priority and the headteacher has identified the good teachers in the school and provided further training and direction to all staff. This, along with the appointment of two high-quality teachers, has led to improvements. However, teaching is not yet consistently good throughout the school.
- Performance management is carried out and staff are given appropriate objectives. The new headteacher has had insufficient time to ensure that the salary structure is fully linked to performance.
- All groups of pupils are given equal opportunities to succeed in this inclusive school. Additional funding is used effectively to support pupils who are eligible for the pupil premium.
- The curriculum supports pupils' spiritual, social, moral and cultural development. For example, pupils are given opportunities to use Asian and African artistic techniques, visit sites of historical and cultural significance, and enjoy numerous sporting and musical experiences.
- Safeguarding meets requirements. Staff and governors are fully trained and have a good awareness of child protection and risk assessment issues.
- The local authority has provided support for the governors in the appointment of the headteacher, advised on her performance management and brokered links with a local teaching school alliance.
- **The governance of the school:**
  - Governance has improved since the last inspection and governors challenge and support senior leaders as appropriate. They have received some training on how to use the school data they receive and they are helping to bring about improvement. With the support of the local authority, they manage the performance of the headteacher and senior leaders provide

them with some information about the performance management of other staff. They hold the school to account for the way in which the pupil premium is spent and they are developing systems to evaluate its impact.

## 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>	120673
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	401958

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

<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Newlove
<b>Headteacher</b>	Heather Sandy
<b>Date of previous school inspection</b>	05 July 2010
<b>Telephone number</b>	01507 602082
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