

# Leamington Community Primary School

Leamington Road, Norris Green, Liverpool, L11 7BT

**Inspection dates** 5–6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Achievement is good. Since the previous inspection, senior leaders have successfully maintained the good standards of pupils' attainment. They have accelerated the progress of many, including disabled pupils and those with special educational needs.
- The vast majority of children start in the Nursery class with levels of understanding and knowledge well below those expected for their age group. Pupils leave Year 6 with standards close to those expected nationally. This represents good progress.
- Teaching is good overall and staff have high expectations of what pupils in their classes can achieve. As a result, they make good progress
- Pupils behave well both inside and outside the classroom. Most are kind and considerate and show polite attitudes to staff, each other and visitors. They say that they feel safe and that learning is made fun and enjoyable. As a result attendance has continued to improve over the last three years.
- The recently appointed headteacher has brought about much change including the restructuring of the senior leadership team. As a result, school leaders now track pupils' progress more closely and take action if any fall behind.
- Governors hold the school to account well.

### It is not yet an outstanding school because

- Although there are opportunities for more-able pupils to apply their writing and mathematical skills in other subjects they are not sufficiently challenging.
- School leaders' planned actions for improvement are not always sufficiently focused.
- In a few lessons pupils spend too much time listening to teachers talk at the beginning of lessons. This reduces the time pupils have to practise their skills.
- Marking does not always give pupils sufficient guidance on how to improve their work.

## Information about this inspection

- Inspectors observed 30 lessons and parts of lessons taught by 15 teachers. Joint lesson observations were undertaken with the headteacher and deputy headteacher. The inspection team also listened to pupils read from Years 2 and 6 and examined the quality of work in the books of pupils from across the school.
- The inspection team held meetings and had discussions with pupils, senior leaders, members of the school staff, three members of the governing body and two representatives from the local authority.
- The inspection team had informal discussions with 15 parents at the start of the school day. They also took into account the views of 10 parents who made their views known through the on-line questionnaire (Parents' View).
- The 23 members of staff also made their views known to the inspection team.
- The inspection team studied health and safety documentation, teachers' curriculum planning, documents relating to the performance management of staff and the school's system for checking pupils' progress.

## Inspection team

Marian Thomas, Lead inspector	Additional Inspector
Chris Maloney	Additional Inspector
Marilyn Massey	Additional Inspector

## Full report

### Information about this school

- Leamington Community Primary school is a larger than average size primary school.
- Since the previous inspection there have been several staff changes including the appointment of a new headteacher.
- The vast majority of pupils are of White British heritage with a small number from other ethnic backgrounds.
- A much higher than average proportion of pupils is eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families).
- An average number of pupils with special educational needs are supported through school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is a little lower than the national average.
- The school meets the current floor standards set by the government for pupils' attainment and progress.
- A specially resourced provision for pupils with special educational needs is based at the school and caters for the additional needs of eight pupils with speech and language difficulties.
- The school has recently been awarded several accreditations including a Healthy Schools award.

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

- Improve the quality of teaching from good to outstanding by:
  - increasing the amount of time pupils spend working independently by reducing the amount of time teachers spend introducing lessons
  - ensuring the marking of pupils' books gives sufficient guidance to pupils on how to improve their work.
- Improve the achievement of more-able pupils by ensuring that sufficient opportunity is given for them to extend their writing and mathematical skills across the curriculum.
- Ensure that actions planned by school leaders to improve the quality of teaching and raise the attainment of pupils are always specific and measurable.

## Inspection judgements

### The achievement of pupils is good

- The vast majority of pupils start school with skills that are below those expected for their age. Most leave Year 6 with attainment that is in line with that expected nationally in English and mathematics. This represents good achievement.
- Almost one quarter of children who join the nursery start with the social, language and numeracy development expected for a child of eight to 20 months. From these very low starting points the vast majority leave the Early Years Foundation Stage with skills and knowledge close to average. This good and sometimes outstanding progress is because of the good teaching they receive and the wide range of interesting activities provided. This prepares them well for Key Stage 1.
- The vast majority of pupils make good and sometimes better progress from Year 1 to Year 6. Last year attainment in Key Stage 1 was below average but represented an improvement on the previous year and current achievement data shows that this upward trend is continuing. Attainment at Key Stage 2 for last year was just above average. Lesson observations, scrutiny of work and the school's own tracking data show the upward trend is continuing.
- Overall attainment in writing has been slightly weaker than in reading or mathematics across the school. School leaders have made this a key focus in planning for improvement and as a result gaps in the levels of attainment are closing, particularly for those groups whose circumstances make them vulnerable.
- Pupils clearly enjoy reading and the school's focus on developing boys' interest in books has developed their reading skills well. A comment made by a pupil emphasised this when he said, 'I enjoy reading to my sister because she is younger than me and I want her to enjoy it as much as I do'.
- In the national tests at the end of Year 6 in 2012, pupils who were known to be eligible for free schools meals attained similar standards to those nationally. However, overall they attained less well than other pupils within the school, remaining approximately two terms behind. Current data shows attainment for this group is improving and the gap is closing between their attainment in English and mathematics and that for other groups.
- The recent rise in attainment of this group is because school leaders have been effective in their use of pupil premium funding to support this group. For example, the school has identified individual pupils who are making less good progress and has put in place extra sessions of one-to-one teaching which has accelerated their progress.
- The majority of disabled pupils and those with special educational needs make good progress in English and mathematics. This is because the school is good at providing for their extra needs. Monies are carefully targeted towards improving their achievement through, for example, the provision of extra adult support in the classroom and through teaching in small groups. As a result their achievement has improved since the previous inspection.
- However, pupils who attend the on-site speech and language unit make slower progress than their peers. This is because they spend less time in mainstream classrooms and too much time working as a mixed-age group doing the same work which slows progress for some.
- School leaders ensure that the school is an inclusive community which values all. As a result, the small numbers of pupils who are from other ethnic groups make equally good progress because their cultural and language needs are well met.

### The quality of teaching is good

- Teaching is good overall. Most of the teaching observed during the inspection was good and the analysis of work in pupils' books showed evidence of good and better teaching.
- However, in a few lessons pupils spend too long sitting on the carpet listening to teachers' explanations, often at the start of lessons. This lack of engagement in activities reduces the time

spent actively learning and at these times progress slows.

- Teachers are good at planning work that inspires pupils to learn. An example of this could be seen in a Year 1 phonics (linking letters and the sounds they make) lesson where pupils were learning about the various sounds that 'ear' made in different words. The inspirational use of a river that pupils could only cross once they had mastered their sentence ensured all engaged exceptionally well in learning how to say their words.
- Parents feel that staff in the Early Years Foundation Stage give their children a good start. One parent's comment summed up the feelings of many, 'Children are happy here because staff are friendly and make everyone feel part of the school'
- Children settle into routines quickly and make good progress because of good teaching and the wide range of interesting activities both in the outdoor area and the classroom.
- Teachers are good at using information about how well pupils are doing to plan future lessons. However, although pupils' books are marked regularly, teachers do not always give sufficient guidance on how to improve work to the next level. As a result, pupils are not always clear about the next steps they need to take to make their work better.
- Teaching assistants' time is effectively used to support pupils and as a result all groups make equally good progress.
- Teaching in the speech and language unit requires improvement because older pupils are educated alongside younger peers and work for the older group is often too similar to that of their younger peers and results in them making less progress.
- While the lively and interesting curriculum provides most pupils with a good range of opportunities to further develop their literacy and numeracy skills, more challenging work which enables more-able pupils to extend their skills and knowledge is less frequently provided.

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

- Pupils say they enjoy coming to school. School councillors represent the views of pupils well and those spoken to say they felt listened to and that their views mattered.
- The vast majority of pupils behave well both in the classroom and around school. Their good behaviour in lessons ensures learning usually progresses without interruption.
- Most show polite attitudes towards each other, staff and visitors. The inspection team were no exception and during the inspection children often held open doors and greeted the inspectors politely. The majority of parents agree that pupils behave well at school and that staff take good care of their children.
- Pupils are clear about how to stay safe and are aware of the different forms bullying can take. This is due in part to reminders of what constitutes bullying behaviour on display around the school. The good quality of advice and guidance given to pupils, for example, through the messages on internet safety policy delivered in information and communication technology lessons also increases pupils' levels of understanding.
- The work of the two learning mentors has contributed well to the year-on-year increase in pupils' attendance. Current attendance is just below the average for primary schools. This lower than expected figure is largely due to a large number of families being affected currently by the winter vomiting bug and other illnesses.
- Attendance for pupils at the on-site speech and language unit is good.

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

- The recently appointed headteacher is well supported by the senior leadership team and has quickly developed a very clear understanding of the school's successes and areas that can be

improved further. This, in partnership with the good levels of support and challenge offered by the governing body, has contributed well to the school's continued good performance since the previous inspection.

- The clear focus of all senior leaders and staff has ensured that areas identified in the previous inspection report as in need of improvement have been successfully tackled and pupils' levels of attainment have risen. This success demonstrates the ability of school staff to bring about further improvement.
  - The good quality of teaching has been maintained since the previous inspection and a more robust system for monitoring teaching linked to professional development has been introduced. Senior leaders now take swift action, through the management of staff performance, to improve areas of weakness. Despite this, in a small number of classes, some improvement is needed if teaching is to become outstanding overall.
  - Staff targets link directly to pupils' achievement and the school's development plan. Checks on the performance of staff are undertaken rigorously and the headteacher uses this information to make decisions on teachers' pay.
  - Senior leaders know the school well and are clear about improvements needed in order to become outstanding. However, their recording of targets for improvement within planning is sometimes not sufficiently sharply focused.
  - The school's curriculum offers pupils of all abilities a wide range of experiences. Residential visits are carried out in both Years 2 and 6 to an Outward Bound centre. This experience was described by one pupil as, 'Amazing, because I was able to do things I never thought I would be able to do'. These experiences, combined with school's good use of art and drama to enhance learning, increase pupils' spiritual, moral, social and cultural understanding well.
  - Through the allocation of an external consultant the local authority has offered school leaders both support and challenge and will continue to do so as support for the newly appointed headteacher.
  - **The governance of the school:**
    - There is a broad range of skills and experience within the governing body and they are passionate in their commitment to the school and its staff. Governors have completed recent training and as a result they now take a much more active role in supporting and challenging the school. They have, in partnership with senior leaders, developed an effective system of performance management for staff which rewards good teaching and addresses areas of underperformance. Their careful management of pupil premium monies has enabled them to give a good level of support to pupils eligible for this funding and this has increased these pupils' levels of attainment and progress. The health and safety committee carries out termly inspections and ensures that safeguarding procedures meet current requirements.
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## 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>	133333
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	403651

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>	462
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Monaghan
<b>Headteacher</b>	Nicola Simcoe
<b>Date of previous school inspection</b>	7 November 2007
<b>Telephone number</b>	0151 284 7848
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