

# Leys Farm Junior School

Park Avenue, Bottesford, Scunthorpe, North Lincolnshire, DN17 2PB

**Inspection dates** 2–3 July 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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils are proud of their school. Their behaviour and approach to learning are outstanding. Relationships with each other and adults are excellent.
- Pupils' achievement is good. From their starting points they make good progress during their time in school.
- Effective help and guidance mean that pupils who are supported by additional funding, such as those supported by the pupil premium, disabled pupils and those who have special educational needs, also do well.
- Teaching is good because teachers plan lessons that are interesting and hold pupils' attention
- Pupils feel safe, help each other and are confident that adults will help them sort out any problems they may have.
- Work is marked regularly and is always neatly and carefully presented. The quality of pupils' artwork is outstanding.
- The headteacher is a strong leader; there are clear systems in place to check how well pupils are doing. Parents are very supportive of the school.
- A wide variety of visits, visitors and good-quality artefacts adds enjoyment to the range of subjects taught.
- The governing body is well led and provides a good level of support and challenge for the school.
- Attendance is high.

### It is not yet an outstanding school because

- Some subject leaders and middle managers are new to their roles and are not yet fully involved in the drive to bring about improvements in the quality of teaching.
- Not all subject leaders have had the opportunity to observe how things are done in other schools in order to develop their own skills.
- There are some inconsistencies across the school, particularly in the marking of pupils' work, which are not followed up quickly enough.

## Information about this inspection

- The inspector visited 15 lessons or parts of lessons, looked at a range of pupils' work and heard Year 6 pupils read.
- Meetings took place with the headteacher, staff, a group of pupils and the Chair and vice-chair of the Governing Body. The inspector also met with the school's school improvement partner and the local authority's senior school improvement officer.
- The inspector looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- The inspector took into account 10 responses to the online questionnaire (Parent View) and met with a number of parents at the start of the school day. The inspector also took into account responses to the school's own survey of parents' views. The views of staff and pupils were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Leys Farm is smaller than the average-sized junior school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is in line with the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average. The proportion of pupils supported at school action is below average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- Since the previous inspection new teaching staff and teaching assistants have been appointed.

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

- Build on existing strengths in leadership and management in order to move teaching from good to outstanding by:
  - developing the roles of new subject leaders and middle managers so they have a clear picture of teaching and learning across the school and know what improvements are required
  - giving subject leaders the opportunity to observe best practice in other schools
  - making sure actions arising from the monitoring of lessons and pupils' work are followed up to ensure consistency across the school.

## Inspection judgements

### The achievement of pupils is good

- From their individual starting points which are, typically, broadly average, pupils make good progress as they move through the school. The proportions of pupils making and exceeding expected levels of progress in reading, writing and mathematics are at least in line with national averages and improving year on year.
- Attainment by the end of Year 6 has improved over the last three years. The upward trend in mathematics, begun in 2011, has continued and, currently, attainment in reading and writing is also above the national average.
- School data show that pupils in all year groups are achieving well.
- These good levels of achievement are supported by the good standard of work seen in pupils' books. Pupils have many opportunities to use their reading, writing and mathematics skills in other subjects.
- Pupils enjoy reading. They have developed a love of books which is actively encouraged in every class. Reading books are attractive and plentiful, and pupils have opportunities to read every day. Many are heard to read by an adult regularly.
- All groups of pupils do well whatever their ability. Disabled pupils, those who have special educational needs and those supported by pupil premium funding make the same good progress as their classmates. This is because teachers plan learning activities carefully.
- Teaching assistants are used successfully to provide support for individual pupils or small groups. In this way, specific learning needs are met and equality of opportunity for all pupils ensured. The attainment of pupils known to be eligible for free school meals is the same as that of other pupils in the school.
- The quality of pupils' artwork is excellent and all pupils make outstanding progress in this area.
- Pupils leave school well prepared for the next stage in their education.

### The quality of teaching is good

- Teaching across the school is usually good and sometimes outstanding.
- Pupils enjoy their learning and speak enthusiastically about their lessons. All subjects are equally popular. Teachers plan lessons around topics such as the Second World War, using authentic artefacts and information and communication technology to bring learning to life.
- Teachers expect high standards of work from pupils. This is reflected in the attractive displays of pupils' work in classrooms and around the school, as well as in the excellent handwriting and illustrations in books. It is also evident that pupils take great pride in their work.
- Teachers know their subjects well and how to help pupils improve their skills in reading, writing, mathematics and communication. They make sure that the work set helps all pupils to learn well and make good progress. Skilful questioning ensures that pupils remain involved in lessons and the friendly atmosphere in classrooms means pupils feel confident to answer or ask questions.
- Teachers make good use of information about pupils' achievement to ensure that support is in place for disabled pupils, those with special educational needs and those supported by the pupil premium funding. Effective teaching assistants are involved in providing this support.
- Senior leaders regularly check the quality of teaching and this has led to improvements. However, not all subject leaders are yet sufficiently well trained to play a part in observing lessons and looking for ways to improve teaching and learning in their subject.
- Work is marked regularly and usually gives pupils advice on how to improve their work. However, not all teachers mark to the same high standard and these inconsistencies are not picked up quickly enough by leaders and managers.
- Homework is set weekly and strengthens the learning that has taken place.

**The behaviour and safety of pupils are outstanding**

- Behaviour in class, around school and in the playground is outstanding. This view is shared by pupils, parents and staff alike. Pupils are polite, friendly and keen to talk about their work.
- Pupils have extremely positive attitudes to their learning and are keen to do well. They cooperate well and join in eagerly in lessons. This was particularly evident in an English lesson where pupils were taking part in role play. All listened carefully to each other and were very appreciative of each other's performances.
- Pupils are included in all aspects of school life and are encouraged to take on responsibilities within their own classrooms as well as across the school. They take on these responsibilities with great dedication and enthusiasm. Older pupils listen to the younger ones read, giving help, advice and encouragement, and are excellent role models for the younger pupils.
- The pupils' voice is very strong throughout the school and in the local authority. For example, the school council has helped to develop a play area and a group of school buddies attend an anti-bullying group to discuss safeguarding issues with other pupils from the area.
- Pupils have a thorough understanding of bullying and the different forms it can take and say that they know what to do if they have a concern. They are extremely confident that staff will quickly follow up any problems that they cannot sort out for themselves.
- Pupils say that they feel very safe and that they learn how to keep themselves and others safe in assemblies and in lessons. The school's good provision for pupils' spiritual, moral, social and cultural development has an important influence upon their excellent behaviour.
- Pupils' attendance consistently is well above the national average.

**The leadership and management are good**

- The headteacher provides outstanding leadership for the school. He is well supported by the deputy headteacher. Together they lead an effective team of teachers, teaching assistants and support staff with the aim of providing the best education possible for pupils.
- The local authority provides effective support and has helped the school to improve the quality of teaching.
- The quality of teaching and pupils' performance in lessons are checked regularly by senior leaders, and teachers are held responsible for the improvement and success of their pupils. Staff are helped by the linking of their performance management targets to training opportunities to help them continue to develop their skills.
- Senior leaders are aware of the need for more teaching to be consistently outstanding. Some subject leaders and middle managers are relatively new to their roles. They have not had the opportunity to observe best practice in other schools and do not yet play sufficient part in the evaluation of teaching in their areas.
- The school's procedures for gaining an accurate view of how well it is doing are effective and feed into the school development plan. The school's leadership has shown that it is capable of continuing to make improvements.
- The school's promotion of equality of opportunity is good. Detailed systems for checking pupils' progress mean that any potential underachievement is quickly recognised and acted upon.
- The school provides an interesting and varied curriculum which meets the needs of all pupils extremely well. Pupils benefit from many first-hand experiences including growing some of the vegetables that form part of their school dinner. The curriculum and wide range of after-school clubs make a strong contribution to pupils' spiritual, moral, social and cultural development.
- Good use has been made of the pupil premium funding to support small-group and one-to-one work as well as additional equipment. This has ensured that eligible pupils make good progress during their time in school.
- The school has very good relationships with parents. They have many opportunities to be involved in the life of the school. Newsletters and the school website keep parents up to date with events. Parents are very appreciative of the support the school gives to families as well as

to pupils themselves.

■ **The governance of the school:**

- The governing body is well-informed. Governors are very conscientious and keen to attend training sessions to enable them to fulfil their role. They support the school in all its activities and visit regularly. They are aware of its strengths and weaknesses, holding the school to account. They have a clear understanding of the quality of teaching and pupils' achievement compared with all pupils nationally. Governors make sure finances are used in a way that supports pupils' learning. For example, they know how the pupil premium is being spent and how well eligible pupils do as a result. Governors use their knowledge to make decisions about staffing and to make sure that pay is linked to teachers' performance. They ensure that statutory duties are met and arrangements for safeguarding meet current requirements.

## 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>	117771
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	412923

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joanne Nixon
<b>Headteacher</b>	Ewart Gibbs
<b>Date of previous school inspection</b>	7 January 2010
<b>Telephone number</b>	01724 866945
<b>Fax number</b>	01724 858357
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