

Leven Church of England Voluntary Controlled Primary School

South Street, Leven, Beverley, HU17 5NX

Inspection dates 12–13 September 2013

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

Summary of key findings for parents and pupils

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

- Teaching requires improvement.
- The quality of teaching is inconsistent. Because teachers do not always give challenging timescales many pupils work at an average rather than a quick pace. This slows the rate of learning.
- Teachers do not always ensure that pupils take enough care in their basic skills of handwriting and presentation.
- Until recently pupils in Key Stage 2 have made slower progress than those in other classes.
- Throughout the school, pupils do not reach standards in writing equal to those that they reach in reading and mathematics.
- The curriculum does not give enough opportunities for pupils to practise handwriting, spelling and grammar.
- Leaders have not ensured that the handwriting scheme is consistently applied by teachers and pupils.

The school has the following strengths

- Since September 2012 most pupils have begun to make rapid progress and standards are rising.
- Pupils' behaviour is mostly good in lessons and around the school.
- Pupils enjoy school and feel very safe.
- The curriculum provides pupils with many creative and sporting opportunities.
- The school takes good care of its pupils.
- Pupils' attendance is above that seen across the country.
- Leaders and managers have identified the key areas for improvement and have put effective systems in place to accelerate pupils' progress. Much has been done to help weaker teachers become stronger in their practice so that a large proportion of teaching is now consistently good.

Information about this inspection

- Inspectors observed nine lessons or part-lessons, of which three were carried out jointly with the headteacher. Inspectors also heard pupils read.
- Meetings were held with pupils, school staff, members of the governing body and a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents including the school's plans for improvement and checks on how well it is doing, safety records, information about the quality of teaching and the checking of pupils' progress over time.
- The inspectors analysed 36 completed on-line questionnaires (Parent View) and the results of a similar questionnaire carried out by the school earlier in the year.

Inspection team

Brenda Clarke, Lead inspector

Additional Inspector

Paul Spray

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils from minority ethnic groups is well below that seen across the country. Few speak English as an additional language.
- The number of pupils supported at school action is above average.
- The number of pupils supported at school action plus is below average as is the number of pupils with a statement of special educational needs.
- The proportion of pupils who are known to be eligible for the pupil premium is below average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- Floor targets, the nationally required minimum expectations for pupils at the end of Year 6, were met.
- In September 2013 the school received additional funding to widen the scope of sporting activities. Inspectors evaluated the school's plans for the allocation of this grant.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good with a greater proportion that is outstanding by:
 - ensuring that teachers give challenging timescales and clearly state what must be achieved in the lesson
 - extending opportunities for teachers to observe exemplary practice in other schools
 - ensuring that teachers insist that pupils present their work neatly and spell frequently used words correctly
 - ensuring that teaching assistants in the Reception class are fully briefed so that they maximise children's learning in the classroom and outdoors.
- Accelerate pupils' progress and raise standards further in writing by:
 - ensuring that pupils develop a fluent and legible handwriting style
 - ensuring that leaders check that the handwriting scheme is consistently applied by all teachers and pupils
 - developing a whole-school approach to spelling so that pupils know and spell correctly key words appropriate to their age
 - providing more opportunities for the teaching of grammar in literacy lessons and across other subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Most children start school with skills that are typical for their age but with dips in early reading and writing. Children do well in the Reception class so that they enter Year 1 with skills slightly above those expected, especially in the key areas of communication and personal and social development. Their skills in reading and writing, whilst broadly average, are less secure. Children are well-prepared for Year 1 because they gain good attitudes to learning and they are taught to listen carefully and to speak confidently.
- In recent years the standards reached by pupils at the end of Year 2 have been broadly in line with standards nationally and pupils have achieved satisfactorily. Reading and mathematics have been the strongest subjects and writing the weakest. Inspection findings indicate that whilst pupils' standards remain broadly average, their writing is improving. The recently introduced story-writing project is enabling pupils to tell their stories out loud first and is developing their confidence and enthusiasm for writing.
- In the 2013 phonics check, Year 1 pupils' results were above those seen nationally. This is due to the introduction of a carefully planned and effective letters and sounds programme.
- After the last inspection standards in writing declined significantly in Key Stage 2 so that by the end of Year 6 in 2012 they were below those seen nationally. Pupils achieved satisfactorily in reading and mathematics. A high turnover of teachers in Years 3 and 4 contributed to pupils' satisfactory, rather than good progress. Pupils at the end of Year 6 in July 2013 achieved better results due to more stable and effective teaching but because of the amount of catch-up required, they made satisfactory, rather than good progress from their earlier starting points at the end of Year 2.
- Inspection evidence suggests an improving picture. As a result of robust procedures to improve the quality of teaching and learning, all groups of pupils in the school currently make at least expected progress with a significant number now achieving above this in reading, writing and mathematics. Inspection evidence indicates that whilst pupils' writing skills are improving rapidly pupils sometimes experience difficulty in choosing the correct tense when writing and often make careless spelling mistakes. A handwriting scheme has been introduced but staff do not insist that pupils follow this.
- Until recently Key Stage 2 pupils in receipt of pupil premium funding often made significantly less progress than their classmates. In 2011 70 percent of pupils reached the expected Level 4 in English and mathematics but only 33 percent of those in receipt of pupil premium reached this level. The careful tracking of pupils' progress and effective interventions provided for those who are falling behind has significantly narrowed the gap between these pupils and their classmates. They are now achieving well. There was a similar picture for Key Stage 2 pupils with special educational needs. Again, the gap has reduced significantly due to carefully targeted learning plans and additional effective support. This reflects the school's commitment to ensuring that every pupil has an equal opportunity.
- In recent years more-able pupils have made the progress expected nationally by the end of Year 6 but none has exceeded this. A whole-school focus on the teaching of mathematics has halted this trend, with a significant number reaching the higher Level 5, and one at Level 6, in mathematics at the end of Year 6 in 2013. More-able pupils' standards in reading and writing are also improving strongly but are not as high as in mathematics.

The quality of teaching

requires improvement

- Teachers do not always clearly state the time available to complete an activity. Hence pupils sometimes spend more time than is necessary. Many pupils are capable of producing more and working harder in lessons.
- Staff do not regularly insist that pupils use the most fluid and legible handwriting they can and

ensure that spellings are accurate. Teachers do correct misspellings and grammar in pupils' written work but pupils do not always respond and so they make the same mistakes again.

- Teachers do not expect enough of pupils and this results in pupils' work often being untidy.
- In the Reception class there are currently very limited opportunities for the teacher and new teaching assistant to plan together. Hence, when working outdoors, the assistant is unsure of how to move the children's learning on. The headteacher is aware of this issue and has plans in place to bring about change.
- There are some important improvements to the quality of teaching. Teachers plan interesting lessons that provide more opportunities for pupils to learn in exciting ways. One pupil speaks for many when saying, 'Teachers make learning fun!'
- Teachers plan work that closely matches pupils' differing abilities. This is a key reason why all groups of pupils are now making good progress.
- Most teaching assistants give valued support to groups and individuals and give encouragement to those who find learning difficult.
- Teachers say what the important elements are that pupils must include in their work. This enables pupils to understand their learning.
- At the time of the inspection, children in the Reception class had been in school for just three days. They were happy and settled and clearly enjoying their new school. This is because the Reception class teacher has provided many opportunities for children to visit and familiarise themselves with the setting.

The behaviour and safety of pupils are good

- Most pupils behave well in class and around the school. They get on well together so that lessons run smoothly and without interruption. The school is calm and orderly.
- Pupils have good attitudes to learning. They are polite and respectful and listen attentively to others' views. On those occasions when challenging timescales are not given, pupils still concentrate and persevere but work at a steady rather than a speedy pace.
- Pupils say they feel very safe. All parents who responded to the on-line (Parent View) agreed. As one pupil said, when problems occur, 'Teachers give you the attention you need'. Pupils have a good understanding of the potential dangers of the Internet.
- Pupils say that bullying is rare and tackled quickly.
- Pupils' attendance is good and has been above that seen nationally over time. Pupils arrive punctually to school each day.
- Pupils respond well to the strong moral and social guidance they receive. They strive to have their names placed in the Golden Book for good work and deeds and are pleased to see their work in the many attractive displays around the school. This contributes to their good spiritual, moral, social and cultural development.
- Pupils enjoy taking on additional roles and through the activities of the school council learn to reflect on areas they would like to improve.
- Many pupils enjoy taking part in the good range of sporting and creative activities such as street dancing, swimming or art club. The school has achieved and renewed the Healthy School award, enabling pupils to know the importance of keeping fit and leading a healthy lifestyle.

The leadership and management are good

- The headteacher inspires staff to work as a team to improve standards further. He has set challenging targets and developed a rigorous system for checking pupils' progress regularly. This has made teachers accountable and is a key reason why pupils' progress is now accelerating quickly.
- Those who are falling behind are quickly identified and interventions provided to put pupils back

on track. Pupils with special educational needs and those in receipt of the pupil premium funding now have just what they need to catch up and achieve well.

- Leaders have strengthened the way teachers work by regularly observing lessons and giving pointers for improvement. Teachers observe each other's good practice but do not see examples of outstanding teaching in other schools.
- Leaders have introduced new whole-school plans and, overall, they check what is being delivered. This is enabling pupils to learn new skills in a consistent way throughout the school. For example, a new approach to story writing from the Reception class to Year 6 has enabled teachers to build on earlier learning and to develop pupils' confidence as writers. The checking of pupils' standards in handwriting and presentation remains an area for development.
- Annual appraisals are used effectively to develop staff leadership skills; for example, middle leaders have received additional training to enable them to evaluate better what is being delivered in their subjects.
- Partnership work in a cluster of schools gives good support to leaders and adds interest to the curriculum, such as jointly funding a 'writer in residence'.
- Much has been done to increase communication with parents. The school website is very informative and gives good opportunities for parents to add their views.
- The overall good curriculum places great emphasis on pupils' well-being. Pupils have two physical education lessons per week and they also go swimming in Year 3. The school plans to use its new sports funding to broaden even further the range of sporting activity.
- The curriculum does not ensure a step-by-step approach to the teaching of grammar and opportunities are missed for pupils to write in different tenses in other subjects.
- The school tackles any issues of discrimination well and this contributes to the harmony in the community. Pupil premium is now used effectively to help eligible pupils do better.
- The school cares for its pupils well. Procedures to ensure pupils' safety are thorough.
- The local authority knows the school's strengths and areas for development. It provides additional support and training which has helped to raise the overall quality of teaching so that most is now good.

■ **The governance of the school:**

Governors bring a wide range of skills and expertise and they give good advice and support.

They have good systems in place to hold the school to account in most aspects of its work.

However, whilst holding the school accountable for the progress that pupils make, governors do not check sufficiently that stringent criteria are in place before teachers reach the next salary level.

Governors undertake a wide range of training to fulfil their roles better, for example, developing interviewing skills, or learning more about safeguarding. They have worked with a local authority consultant to develop their skills of interpreting data and are now in a much better position to check on the standards and progress of pupils.

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	117981
Local authority	East Riding of Yorkshire
Inspection number	425818

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Graham McDonald
Headteacher	Andrew Dolman
Date of previous school inspection	27 September 2011
Telephone number	01964 542474
Fax number	01964 544305
Email address	leven.primary@eastriding.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

