

Leigh Infant School

North Street, Leigh-on-Sea, SS9 1QE

Inspection dates 14–15 November 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher, deputy headteacher and governors are relentless in their drive to ensure that all pupils succeed. They set very high expectations of all members of the school community and will settle for nothing less than the best.
- Children in the Reception classes settle in quickly and make outstanding progress in all areas of learning due to the excellent support they receive.
- Pupils make rapid and sustained progress as they move through the school. By the time they leave pupils' attainment in reading, writing and mathematics is significantly higher than that found nationally.
- Disabled pupils and those who have special educational needs, and those eligible for pupil premium funding make similar progress to their peers.
- Teaching is consistently good, with much that is outstanding. Teachers plan activities that are a close match to pupils' different levels of ability so that pupils remain engaged in their learning.
- Pupils have exceptionally positive attitudes to learning that reflect their teachers' careful preparation of interesting activities for them to do.
- Behaviour in lessons and around the school is exemplary. They stay safe, enjoy learning and attendance is above average.
- Parents and carers have a very positive view of the school and the opportunities provided for their children. They would recommend the school to others.
- Governors know the school very well and work closely with leaders to hold the school to account for its work. They are not complacent.

Information about this inspection

- Inspectors visited 14 lessons as well as groups of pupils or individuals working with teaching assistants. Two lessons were observed jointly with the headteacher and deputy headteacher.
- In addition the inspectors made a number of other short visits to lessons, looked in on pupils during lunchtime, visited break times and observed two assemblies.
- Inspectors looked closely at pupils' work in all year groups, listened to pupils read and looked at the displays around the school.
- Meetings were held with the Chair of the Governing Body and four other governors, the headteacher, deputy headteacher, teachers with additional responsibilities, and a representative of the local authority.
- Inspectors spoke formally with two groups of pupils and informally with other pupils in lessons and around the school.
- A variety of the school's documents were examined. These included: the school's own evaluation of its performance and its development plan; the school's information about pupils' progress and the support given to disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- Inspectors took account of 65 responses to the online questionnaire (Parent View) and the school's own parents' survey, together with views expressed by parents as they picked up their children at the beginning and end of the day. They analysed 47 questionnaires returned by staff.
- The lead inspector also visited the breakfast club, which is very well attended, and other pre-school activities organised by the school.

Inspection team

Christine Mayle, Lead inspector	Additional Inspector
Ken Parry	Additional Inspector
Florence Olajide	Additional Inspector

Full report

Information about this school

- Leigh Infant School is larger than the average-sized primary school. It shares the site with Leigh North Street Junior School, where the headteacher is currently also the executive headteacher.
- There are three classes in each of Reception, Year 1 and Year 2.
- Most pupils come from White British backgrounds and the remainder from a wide range of ethnic backgrounds. There are fewer pupils than average who speak English as an additional language.
- The proportion of disabled pupils and those who have special education needs supported through school action has risen over recent years and is now above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium is below average. In this school this extra government funding is for those known to be eligible for free school meals.
- The school runs its own breakfast club.

What does the school need to do to improve further?

- Ensure that pupils are given opportunities to reflect on their own learning and that of their classmates.

Inspection judgements

The achievement of pupils is outstanding

- When children enter the Reception classes their levels of attainment are a little lower than those typical for their age group. They settle quickly and happily into school as a result of the excellent links between home and school, starting with a carefully planned induction programme.
- Activities are imaginative, purposeful and relevant so that children know what they are learning and why. This means all groups of children make outstanding progress, including disabled pupils, those who have special educational needs and the more able.
- In Years 1 and 2, pupils continue to make rapid progress, especially in reading, writing and mathematics. As a result, by the end of Key Stage 1, standards are significantly above national average in all three subjects and have been for the last six years.
- Pupils read confidently and fluently, using their phonics (the sounds that letters make) skills to work out how to read unfamiliar words. In 2013 in the Year 1 phonics screening check pupils achieved well above the national expected standard. This is a significant improvement since 2012.
- Pupils of all ages enjoy talking about the books they like and their favourite characters. They are encouraged to read regularly at home, at school and on their own.
- The school's drive to improve writing, particularly for boys and the more able, is having an impact. This was seen in the pupils' books across a range of subjects such as English, science and history where there were excellent opportunities for pupils to write at length. A more 'boy friendly' curriculum has been created with better use of the outdoor area, use of drama, 'talk for writing', the development of a creative partnership with the Royal Opera House and a Superheroes writing week.
- Disabled pupils and those who have special educational needs make the same progress as their classmates because teaching assistants and teachers work effectively together to break down tasks into smaller steps to build up the pupils' knowledge, skills and understanding during lessons. Equally the more-able pupils are given further challenging work to extend their skills and as a consequence also make outstanding progress.
- The achievement of pupils known to be eligible for free school meals, although representing a small group across the school, is outstanding. From their lower starting points, they are catching up quickly as a result of the support they are given. Funds are used carefully to provide one-to-one support, additional activities such as 'Gym Trail' and provide breakfast club places. They attain significantly above their peers nationally and equally as well as those pupils not eligible for free school meals. Even so, the gap in reading, writing and mathematics between their attainment and that of their classmates is almost two terms.

The quality of teaching is outstanding

- Teachers and teaching assistants have very high expectations of pupils' learning. They use assessment information well to plan activities that are interesting, inspiring and tailored to pupils' needs. Tasks challenge all pupils to achieve their best, and through skilful questioning adults ensure that pupils make rapid progress from their different starting places.

- Teaching is consistently good with much that is outstanding. Key features of teaching are the excellent use of well-chosen resources matched to pupils' needs, teachers' expertise across a range of subjects and the very effective support of teaching assistants. Parents and carers agree that their children are taught well.
- In Reception, teachers plan a range of exciting activities both in and out of the classrooms. Children's imaginations and interests are stimulated through these carefully chosen tasks. Early literacy and mathematical skills are taught and practised exceptionally well so that children are very well equipped for their future learning. In one class children were challenged with the question 'Where's Hedgehog?' Using a range of skills, including map-making so Hedgehog could find his way home, speaking and listening to describe building a home and motor skills to make a picture of Hedgehog, children quickly learnt in a well structured and memorable way so that they made outstanding progress.
- Exciting learning opportunities continue in Years 1 and 2. Teachers and teaching assistants use information communication technology (ICT) well to maintain the brisk pace of lessons and sustain pupils' motivation to learn.
- The marking of work is exceptionally consistent across the school. Pupils respond well to both the written feedback teachers provide and the oral feedback given. Teachers communicate success criteria very effectively so that it is clear to pupils what they are going to learn and how. Next steps are carefully chosen for individual pupils and groups so that they continue to make excellent progress. Pupils take a pride in their work and are keen to complete work successfully. They are not always given time to reflect on their own learning or that of their peers.
- Excellent relationships between adults and pupils, and between the pupils themselves mean that pupils learn in a positive and supportive environment, where each individual's views are valued and pupils feel listened to. This atmosphere pervades all aspects of the school's work so that pupils become more independent in their learning.
- Outstanding teaching and support for disabled pupils and those who have special educational needs ensure that they make the same progress as their classmates. Teaching assistants are well-trained and effectively deployed to support identified pupils in lessons, provide one-to-one support and take small groups.

The behaviour and safety of pupils are outstanding

- Pupils have outstanding attitudes to learning. They demonstrate an enthusiasm for knowledge and demonstrate high levels of perseverance, even when working on their own or in pairs. Teachers trust the pupils so that they are able to make choices for themselves in their learning.
- Pupils respond well to the consistent management of their behaviour by all the adults they meet in lessons and around the school. Behaviour around the school is outstanding. All adults know pupils well and respond appropriately to their needs. Pupils understand the rewards and sanction system well and are keen to please.
- Older pupils have a good understanding of how to keep themselves and others safe. They are very confident that, should they have any concerns such as name-calling, any adult will help them. All parents and carers who responded to the online questionnaire also said that the school looks after their children well, keeps them safe and that bullying, although very rare, is dealt with effectively.

- Pupils are very proud of their school and their many accomplishments, especially in sports and the artwork displays around the corridors. The school council consists of pupils of all ages and they take their responsibilities seriously.
- Around the school, pupils are polite and courteous. They make visitors feel welcome and enjoy talking about their learning. Lunch times, which pupils enjoy, are very social occasions in which they continue to learn high standards of social skills in preparation for future life. Attendance is above average.

The leadership and management are outstanding

- At Leigh Infants, adults work together smoothly as a team, continually modelling the behaviour expected of the pupils and mirroring the high expectations of the headteacher and deputy.
- All staff share a strong commitment to making sure that all groups of pupils have an equal chance to succeed and that no one is discriminated against. Staff morale is high.
- Senior leaders and governors have an in-depth understanding of the school's strengths and areas where they can improve further. Since the previous inspection this pursuit of excellence has sustained high levels of pupils' achievement, attitudes to learning and personal development.
- The rigorous monitoring of teaching and its impact on learning has led to a climate of continual improvement amongst the staff. Teachers and teaching assistants meet together to plan so that there is a high level of consistency across the school and pupils learn in a calm, friendly and purposeful atmosphere.
- Teachers are held to account for the progress their pupils make through regular meetings with senior leaders. Targets set for each teacher, linked to the quality of teaching and pupils' progress, are suitably challenging. There is access to a wide range of professional development for all staff.
- The school tracks the progress of individual pupils in detail and is able to identify underachievement early in order to put in place effective support. This tracking also looks at the progress of different groups to make sure that they are making the best possible progress.
- The innovative range of learning experiences the school provides is a strength. Teachers' planning carefully weaves together current pupils' interests and the learning of new skills. On Children in Need Day the activities in a numeracy lesson were based around Pudsey Bear and his friends so that pupils found the task of adding one or two digit numbers together more exciting and interesting. There are also enrichment activities such as ICT club, football competitions, Gym Trail and music to stimulate the pupils' enthusiasm for their learning.
- Pupils' spiritual, moral, social and cultural development is promoted extremely well throughout the school. Families from different religious or ethnic backgrounds are invited to share their cultures with the pupils, for example a Jewish pupil reading Hebrew to the pupils and talking to them about his synagogue and a Hindu pupil bringing in Diwali pots to discuss their festival. Pupils recognise the difference between right and wrong and understand the consequences of their actions. They work and play well together at different times of the day.

- Parents and carers who spoke to the inspectors had very positive views of the school, especially about the 'open door' policy, the excellent breakfast club and the additional support their children receive. All 65 responses from the parent and carers on Parent View agreed that they would recommend the school to others.
- The school works well in partnership with the local authority and values the light touch support provided. The local authority is making good use of the services of the headteacher to provide leadership at the adjacent Junior school as executive headteacher.

■ **The governance of the school:**

Governors take their responsibilities seriously and are thorough in performing their legal duties, including meeting all the requirements for pupils' safeguarding and the vetting of staff. They visit the school regularly and challenge the leaders across all areas of the school's work. Governors make very effective use of their individual skills to ask searching questions and hold the senior leaders to account. They are not complacent. There is a good understanding amongst governors of what performance information tells them about pupils' progress compared with schools nationally, especially in relation to the allocation of pupil premium funding and its impact on pupils' progress. They have an in-depth knowledge of teachers' performance and the quality of teaching. This ensures that pay increases for leaders and teachers are warranted. Governors check on spending decisions carefully, including the allocation of the additional funding for primary sport, which, following a pupils' and teachers' survey, is being used to provide training for teachers to be able to teach Dance and to provide a broader range of sporting activities for pupils such as Tag Rugby.

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	114774
Local authority	Southend-on-Sea
Inspection number	427208

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	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Chair	Helen Boyd
Headteacher	Pauline Lucas
Date of previous school inspection	21 November 2007
Telephone number	01702 476224
Fax number	01702 471029
Email address	office@leigh.southend.sch.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

