

Leigham Primary School

Cockington Close, Leigham, Plymouth, PL6 8RF

Inspection dates 1–2 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- The headteacher and her team are fiercely ambitious for the school to get better and better. Governors support the school well.
- The action taken by the headteacher to improve teaching has been very effective. Teaching is now consistently good and some is outstanding.
- Children settle quickly into the Early Years Foundation Stage. They are given tasks to do that interest and excite them. Every opportunity is taken to develop their speaking skills and widen their vocabulary.
- All groups of pupils, including those eligible for the pupil premium, achieve well. This is because the school is passionate about helping all pupils to do their best.
- Pupils' behaviour is good. They are polite and well mannered. They work hard in lessons and are eager to learn.
- Parents are confident the school keeps their children safe and takes good care of them. Inspectors agree.
- The attention and time given to caring for pupils and their families is a real strength of the school.
- Every opportunity is taken to encourage pupils to develop strong spiritual, moral, social and cultural values and respect other people.

It is not yet an outstanding school because

- Teaching is not yet outstanding because the learning slows down in some lessons. The most able pupils in Key Stage 1 are not always given hard enough work to do.
- The new leadership team are not yet fully involved in driving up the quality of teaching and pupil progress.

Information about this inspection

- Inspectors observed 22 lessons, four of which were joint observations with school leaders.
- Meetings were held with pupils from Years 5 and 6 and members of the school council; many other pupils were spoken to during lessons and break times.
- The inspectors held meetings with governors and a representative of the local authority.
- The inspectors held meetings with school staff, including senior and middle leaders.
- Inspectors heard children read and also observed morning playtime and lunch breaks, and attended two assemblies.
- A visit was made to the breakfast and after-school club run by the school.
- Pupils' work was scrutinised, including the records of the work done by the youngest children. Displays around the school were also examined.
- Note was taken of the 45 responses to the staff questionnaire, the 55 responses made to the online questionnaire (Parent View) and responses to the school's own survey of parents' views. An inspector met some parents informally at the end of the school day.
- A range of documentation was looked at, including the school's data on pupils' progress, planning, school self-evaluation and monitoring and records relating to behaviour, attendance and safeguarding.

Inspection team

Anne Wesley, Lead inspector

Additional Inspector

Robert Arnold

Additional Inspector

Terry Mortimer

Additional Inspector

Full report

Information about this school

- The school is a larger-than-average-sized primary school.
- It has 14 single age classes, which include two Reception classes and a Nursery.
- Most pupils are of White British heritage.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and children with a parent or carer in the armed services.
- The proportion of disabled pupils and those with special educational needs supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average.
- A breakfast and after-school club, which is managed by the governing body, is available.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A number of new staff, including the current headteacher and deputy headteacher, have been appointed since the last inspection.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - ensuring a good pace of learning is maintained in all lessons
 - providing harder work for the most able pupils in Key Stage 1.
- Involve the newly appointed senior and middle leaders in improving teaching and pupil progress further by:
 - using their expertise and outstanding teaching qualities as a model for other staff in the school
 - increasing their involvement in checking on the progress all pupils are making in their lessons.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and knowledge much lower than typically seen for their age. They make good progress through the school so that, by the end of Key Stage 2, pupils attain just above average standards in reading, writing and mathematics.
- In Key Stage 2, the more able pupils are taught well, so that an above average proportion of pupils achieve Level 5 in reading, writing and mathematics. However, in Key Stage 1 the teachers' expectations of more able pupils are not always high enough. Consequently fewer of them reach the higher level than is found nationally.
- Good progress begins in the Early Years Foundation Stage. Children do particularly well in speaking and listening. This is because all adults encourage children to explain or describe their thinking more fully and will not accept just one or two word answers.
- The teaching of phonics (the links between letters and sounds) is good. As a result, pupils can sound out new words with confidence. In the latest national phonic screening check for six-year-olds, the school's results were in line with those found nationally and better than they had been previously.
- Good progress continues through Key Stage 1, with teachers placing a strong and effective emphasis on improving pupils' writing. Teachers prepare the pupils well before they start writing so that even those most reluctant to write are enthusiastic about their tasks.
- Throughout the school, pupils are taught to read well and clearly enjoy reading. Teaching assistants ensure books are changed frequently. The teachers succeed in encouraging pupils to read more frequently at home.
- Pupils' learning in lessons, work in books and the school's own checks of pupils' progress show many pupils are now making rapid progress, especially in reading and mathematics. In Year 6, there is much evidence of more able pupils producing work at the higher levels. An after-school club for pupils who will take the Level 6 mathematics tests is much appreciated by these pupils.
- Disabled pupils and those with special educational needs have their needs identified early. They receive well-targeted support quickly and are making faster progress than has been the case in the past. As a result, their progress is now as good as that of other pupils.
- Checks of current pupils' work show that pupils who benefit from pupil premium support have quickened their progress because of the extra adult support the funds have paid for. As a result, previous gaps in attainment, of 12 months in writing and mathematics, and nine months in reading between these pupils and other pupils at the end of Year 6 in 2013, have all been closed. This shows that pupils supported by the pupil premium are now achieving at least as well as other pupils.

The quality of teaching is good

- The quality of teaching, including of reading, writing and mathematics, is consistently good. Discussions with pupils and a scrutiny of the work in their books show that teaching has been typically good over time.
- The youngest children quickly become enthusiastic about learning. They are curious about the world around them and often enthralled by the activities planned for them.
- Children in Reception know what they need to do next to make progress. They can talk about their goals and are asked regularly to explain what they are doing. In response to this question, for example, one child, who was busy examining a woodlouse said, 'I am looking more closely so I can see those round lines on its back.'
- Teachers, especially in Key Stage 2, usually have high expectations of pupils' work. Pupils regularly write at length. The writing is particularly good when they have arisen from subjects such as history. Examples include the moving newspaper reports written by Year 6 pupils about

events in the Second World War.

- Pupils are consistently looking at their own work and each other's for ways in which it could be improved. This process starts in Year 1, where one pupil was heard to say to another, 'That would be better with an adjective there.' 'I don't have to,' was the reply. 'Yes, but it would be more interesting if you did put one in.' It is clear from pupils' books that this critical approach to written work is accelerating their progress in writing.
- Marking in pupils' books is exemplary. Teachers make sure that pupils know exactly how they can improve their work and then ensure that they act on the advice.
- Pupils involve themselves in their lessons because learning usually proceeds at a good pace. This leads to high levels of interest and responsiveness. Occasionally, when activities are not demanding enough, some pupils do not pay attention and their progress slows.
- Pupils often respond very well to the challenges set for them by adults by, for example, using the skills they have developed in mathematics to solve increasingly complex problems. However, in Key Stage 1 the highest achievers are sometimes given work that is too easy for them.
- Teaching assistants provide good support for disabled pupils and those who have special educational needs, as well as those who are known to be eligible for the pupil premium. They do this by working closely and effectively with them, whether in class, on individual programmes or in small groups.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There is a very positive, happy atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults no matter what their background. They enjoy school and are keen to learn.
- Teachers and teaching assistants build very good relationships with classes and manage pupils' behaviour effectively. As a result, pupils are keen to take part in lessons and they listen well to each other.
- All members of the school community describe behaviour as good and much improved. These views match inspectors' observations of the pupils at work and play.
- Decisive action to remedy the difficult behaviour of a small minority of pupils has been very effective. Initially taught in a small group, these pupils now spend increasing amounts of time back in their own classes. They no longer disrupt the learning of others and are taking pride in their own good progress.
- Staff manage behaviour consistently across the school using the new behaviour policy. The positive reward system is appreciated by the pupils. They have responded well to the incentives to behave well.
- The children entering the Early Years Foundation Stage learn the rules of good behaviour quickly. They are expected to behave well and they do so, as they are usually fully absorbed in all the interesting activities on offer to them.
- Playtime is a pleasant social occasion enjoyed by the pupils. They say, 'We have lots of friends and it's quite like one big family.' The younger pupils enjoy playing with older 'Play Leaders' who encourage shyer pupils to join in their games.
- The school's work to keep pupils safe and secure is good. Pupils understand potentially harmful situations, including the misuse of the internet and mobile phones. They would know how to act if something seemed dangerous and know that help is on hand should they need it.
- Pupils know and understand about the different kinds of bullying.
- A few parents expressed a concern about bullying. However, the majority of parents, staff and children agreed that, although this has been an issue in the recent past, occurrences are now rare and are dealt with quickly and effectively.
- The breakfast and after-school club provides a valuable resource for parents. The sessions are calm and purposeful, and pupils enjoy what is on offer and collaborate well with each other.
- Attendance has improved and is now above the national average.

The leadership and management are good

- The headteacher, with her newly formed leadership team and governors have a fierce ambition for improvement. They are applying high expectations of pupil achievement and the quality of teaching. Consequently, the quality of teaching is now consistently good, with more becoming outstanding, and pupils achieve well.
- Leaders have an accurate view of the school's strengths and weaknesses. They have identified the right priorities to improve teaching even further and accelerate the progress of all groups of pupils.
- The headteacher, very well supported by the newly appointed deputy, has introduced a helpful system for teachers to track the progress of individual pupils. This is used rigorously, so progress in reading, writing and mathematics is regularly checked and reported on to governors. Support to boost pupils' learning is directed quickly when it is necessary.
- A new team of middle leaders, with clear roles and responsibilities, has been established and trained. Because these members of staff know their areas of responsibility well and are models of good practice, the impact of their work on school improvement is growing.
- An effective performance management scheme provides support, challenge and appropriate training for staff. The actions taken to improve performance are always followed through to check that they are being successful. Teachers are held to account for the progress of pupils in their classes and know that there is a clear link between good performance and salary progression.
- Leaders and managers fulfil their statutory duties effectively. Actions include the thorough vetting of all those who work in the school. Finances are managed efficiently to ensure that funds, such as the pupil premium, are used effectively to include pupils in the full range of school activities and to boost achievement.
- Topics studied in lessons bring together different subjects in a way that pupils describe as 'fun and interesting'. Pupils appreciate the visits and visitors that enrich the themes taught. The curriculum contributes well to the pupils' spiritual, moral, social and cultural development and gives pupils a wider view of the world.
- The school is diligent and effective in promoting equality of opportunity and eliminating any potential discrimination.
- The local authority offers appropriate light touch support. The school has also chosen to use English and mathematics consultants who have supported the new leaders successfully with training and advice.
- Leaders make good use of the primary school sports funding. The plan includes the employment of coaches in a wider range of sports than previously provided. This is helping encourage pupils to adopt a healthier lifestyle. Leaders have also allocated money to train the school's own teachers so that their expertise to teach physical education grows.
- **The governance of the school:**
 - The governors are fully supportive of the school, but also reliably challenge its performance. They ensure that they are fully informed about school improvement. They do this by frequent visits to school. Governors carefully check the headteacher's reports on the quality of teaching, and match this with the data on pupils' performance. They also reflect on their individual roles as governors and their own contribution to school improvement. Governors are using their own skills to even greater effect than had been the case. The governors play an extremely effective role in appointing and promoting staff. They are well aware of how salary decisions are linked to teachers' performance. Governors check diligently the progress of pupils entitled to the pupil premium grant to ensure that the money is used effectively. They also check that the new sport funding develops skills and enhances pupils' health and well-being. Governors regularly take part in training courses to ensure they are fully up to date with all their areas of responsibility. They ensure that their statutory obligations are fully met, including with regard to safeguarding.

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	133602
Local authority	Plymouth
Inspection number	441086

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Chris Wood
Headteacher	Jane Bellamy
Date of previous school inspection	8–9 December 2010
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