

Leigh Primary School

The Green, Leigh, Tonbridge, TN11 8QP

Inspection dates 14–15 October 2014

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

Summary of key findings for parents and pupils

This is a good school.

- This school is good because the high expectations of staff ensure that pupils make good progress and are taught well across the school.
- Children in the Early Years Foundation Stage are taught well and make good progress. They end the Reception Year very well prepared for Year 1.
- Key Stage 2 pupils' progress in reading, writing and mathematics has improved rapidly. Pupils now make good progress in all subjects across most of the school.
- Last year's Key Stage 2 pupils' results in all subjects were above the most recent national averages. Pupils' results in Key Stage 2 strongly improved over the previous year.
- Pupils' attain high results in reading and mathematics at the end of Key Stage 1.
- Teaching is good or better across the school. Pupils are given clear explanations and offered a high level of challenge.
- Pupils are courteous and friendly. They behave well towards adults and each other. The school keeps pupils safe and looks after them well.
- The headteacher, along with other leaders and governors, has raised the school's expectations substantially since the time of the previous inspection. Effective performance management and well-planned actions have led to secure improvements to pupils' achievement and to the quality of teaching.

It is not yet an outstanding school because:

- The recent improvements to achievement in all subjects have yet to be sustained over time, particularly in writing at Key Stage 1.

Information about this inspection

- The inspector saw teaching in every class. He observed one assembly, seven lessons and pupils' behaviour in the playground and at lunchtime. All seven lessons were observed jointly with the headteacher.
- Discussions were held with pupils, four members of the governing body, the headteacher and other members of staff.
- The inspector observed many aspects of the school's work, including support for pupils who need extra help. He heard pupils reading and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspector looked at a number of documents, including plans for what pupils will learn in each subject, the school's improvement plan and documents relating to the school's use of sports premium and pupil premium funding. He also scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked, and records of how the quality of teaching is checked.
- The views of parents were taken into account through the 64 responses to the online Parent View survey, a letter and through discussions with several parents.
- The inspector analysed questionnaires completed by 20 staff members .

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is a smaller than the average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much lower than the national average. This extra money is provided for children known to be eligible for free school meals or looked after by the local authority. Only a very small number of pupils are supported through the pupil premium.
- The proportions of disabled pupils and those who have special educational needs, including pupils supported through school action or school action plus and those with statements of special educational needs, are higher than in most other schools. Some pupils have speech, language and communication needs, while others have behavioural, emotional and social difficulties or other needs.
- Most pupils are of White British heritage.
- Provision for children in the Early Years Foundation Stage is in one full-time Reception class. The headteacher was appointed in May 2013. The mathematics leader joined the school in September 2013.

What does the school need to do to improve further?

- Ensure that pupils improve their achievement in writing across the school by:
 - making certain that all teachers give pupils sufficient advice about how to improve their writing, including the presentation of their work
 - making certain that any handwriting modelled to pupils on classroom walls and during lessons is of consistently high quality.
- Sustain the improvements to Key Stage 2 achievement in all subjects by:
 - making certain that all teachers continue to take a consistent and effective approach to marking and feedback.

Inspection judgements

The leadership and management are good

- The headteacher, supported by other leaders and governors, has ensured that the school has much higher expectations of its pupils and teachers than at the time of the previous inspection. As a result, pupils' achievement and the quality of teaching have strongly improved. This is the key reason why leadership and management are good.
- The headteacher and other leaders check the quality of teaching regularly and thoroughly. Performance management has been used effectively to eradicate weak teaching from the school. However, the strong improvements to teaching have not yet resulted in outstanding progress for all pupils over a sustained period of time. This is why leadership and management are not outstanding.
- The school's evaluation of its strengths and areas for development is detailed, thorough, accurate and regular. Senior and middle leaders and governors all contribute well to the school's evaluation of its performance.
- The headteacher and leaders at all levels have ensured that the school development plan is precise, well judged and effective. Actions taken as a result of last year's school development plan have led to swift and secure improvements in pupils' standards and in the quality of teaching.
- Middle leaders manage good quality training for staff in their subjects and areas of responsibility. They have helped to ensure that the quality of teaching is consistently good across the school, and that staff are ready to teach the new National Curriculum.
- The curriculum is good. Pupils develop their appreciation of the natural world through the outdoor learning provided by the school. Pupils are prepared well for life in modern Britain through the school's work about democratic institutions and different religions and cultures. The school strongly promotes pupils' spiritual, moral, social and cultural development as demonstrated by a recent Key Stage 2 visit to Belgium where pupils learnt about sacrifice and paid their respects to soldiers who fought during the First World War. The school works well to promote equal opportunities and guard against discrimination, as seen in pupils' work on the topic of identity and an assembly about 'not judging a book by its cover'.
- Sports premium funding is spent effectively on developing the quality of pupils' physical education and their engagement in healthy outdoor activities. The school offers a wide range of sports clubs. Pupils' performance in sport is of a high standard, as reflected in their high results in a recent county-wide cross-country event.
- Other additional funding is spent effectively on supporting eligible pupils' academic performance, well-being and attendance. The inspector saw evidence of how some pupils' progress and attendance had improved as a result of such support, including that offered by the school's nurture room.
- The school's safeguarding arrangements meet statutory requirements. Staff and governors receive up-to-date training and are clear about proper safeguarding procedures.
- The local authority has supported the school well since the previous inspection. It has provided effective training for staff and governors and checked the quality of pupils' achievement.
- The school works very well with parents and carers and keeps them very well informed about their children's learning and the work of the school, including through the highly effective use of the school's website. As a result parents and carers have very high levels of confidence in the school. An overwhelming majority of parents and carers who offered an opinion thought that the school was led well.
- **The governance of the school:**
 - The governing body is effective and its monitoring of school provision and performance is systematic and well organised. Governors analyse information about pupils' achievement carefully and accurately and use their understanding to challenge the school and hold school leaders to account. Governors make sure that senior leaders check the quality of teaching well and that enough is done to improve teaching through performance management and support. Governors check that any pay awards are properly justified by good performance. They check that school finances are spent effectively and that any spending leads to improvements in pupils' achievement and well-being. The governing body has high expectations of the school. Its impact on school improvement is good.

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

- The behaviour of pupils is good.
- Pupils demonstrate positive attitudes to learning and are proud of their achievements. Their enjoyment of learning has contributed to the improvements made to their achievement last year, particularly in Key Stage 2. However, pupils' positive attitudes to learning have not yet enabled pupils to make consistently rapid progress in all subjects over a sustained period. This is why behaviour is not outstanding.
- Pupils concentrate well and demonstrate high levels of engagement during lessons. This is because they find their lessons interesting and fun. Low-level disruption is very uncommon.
- Pupils are friendly, courteous and well mannered. They behave well in the playgrounds, during lunchtime and when moving around the school.
- Expectations of behaviour are high and the school manages pupils' behaviour effectively. Pupils who talked to the inspector praised the school's use of a 'traffic lights' approach to behaviour management, and were clear about the consequences of any poor behaviour.
- Pupils reported that there was no bullying in the school. The school provides anti-bullying workshops and has taught pupils about different types of bullying and unacceptable behaviour, including the use of racist, sexist or homophobic language.
- School records show very few incidents of bullying or other forms of poor behaviour over time, and that any incidents have been responded to well by the school.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are taught about keeping safe in different situations, such as crossing the road and during outdoor learning activities. Pupils are taught about how to keep themselves safe when online. Pupils said that they felt safe in the school.
- Pupils are supervised well at all times, including when crossing a driveway to the school hall.
- Attendance has improved over time and is now higher than in most other schools. This is because of the school's good relationships with parents and clear messages about the importance of good attendance.
- An overwhelming majority of parents who offered an opinion thought that the school managed pupils' behaviour well and that their children were happy and safe at school.

The quality of teaching is good

- Teaching in the school has strongly improved since the time of the previous inspection. Teaching across the school, including in the Early Years Foundation Stage, is now consistently good, and some teaching is outstanding. As a consequence, pupils' achievement has strongly improved, especially in Key Stage 2. These are the key reasons why the quality of teaching is good.
- Teachers have high expectations of pupils' learning and achievement overall, though sometimes their expectations of the presentation of pupils' writing are too low. Handwriting presented to pupils on classroom walls and during lessons is not always of high enough quality to help pupils develop good writing habits. As a result, pupils' standard of writing is not consistently high across the school.
- Teachers give pupils, including the most able, high levels of challenge in all subjects. As a result, pupils, including the most able, make good progress in reading, writing and mathematics across most of the school.
- Teachers know their subjects well. They give pupils clear and accurate explanations that help them to learn and develop their skills and understanding in reading, writing and mathematics.
- Pupils and adults have good working relationships. Teachers and teaching assistants know their pupils well and ensure that they are settled and ready to learn.
- Teachers assess pupils' learning and achievement carefully. They use their understanding of pupils' abilities and needs to plan effectively the next steps in their learning.
- The school has introduced a consistent and effective approach to marking. Teachers' verbal and written feedback to pupils typically gives them clear and productive advice about how to progress further. However, teachers do not consistently give pupils sufficient advice about how to improve their writing or the presentation of their writing. This is another reason why pupils' standard of writing is not always high

in all areas of the school.

- Teaching assistants are deployed well to support pupils, including disabled pupils and those with special educational needs and those eligible for additional funding. Their clear explanations contribute effectively to the progress that pupils make.
- An overwhelming majority of parents who provided feedback, thought that their children were taught well.

The achievement of pupils

is good

- Key Stage 2 pupils achieved results in reading, writing and mathematics above the most recent national averages. Pupils' results in Key Stage 1 in reading and mathematics have remained high over time, while pupils' results in Key Stage 2 strongly improved over the previous year. This is why the achievement of pupils is good.
- The progress made by pupils also strongly improved last year, and pupils now make good progress in all subjects across most of the school, including in the Early Years Foundation Stage. This is another reason why the achievement of pupils is good.
- However, pupils' most recent results in writing at the end of Key Stage 1 were lower than the most recent national averages. This is why the achievement of pupils is not outstanding.
- The school's results of national screening in phonics (linking letters to the sounds they make) have improved over time. The most recent phonics scores are higher than the national figures.
- The most able pupils make good progress across most of the school. They attain high standards in all subjects. The percentages of pupils achieving results at the higher levels in reading and mathematics at the end of Key Stage 1, and in reading, writing and mathematics at the end of Key Stage 2, are above the most recent national averages.
- Disabled pupils and those who have special educational needs make progress in line with that of other pupils in the school overall. Their overall attainment is also in line with that of other pupils, both nationally and in the school. This is because of the carefully tailored support that they receive.
- The very small number of pupils eligible for additional funding in the school means that it is not possible to generalise about how well the school is narrowing the gap in attainment between eligible pupils and other pupils at the end of Key Stages 1 and 2. However, eligible pupils' progress and attainment in reading, writing and mathematics across the school is in line with that of other pupils.
- A significant majority of parents and carers who offered an opinion thought that their children made good progress.

The early years provision

is good

- Children enter the Early Years Foundation Stage with skills typical for their age. They make good progress and are well prepared for Year 1. The proportion of children finishing Reception with a good level of development is much higher than national levels and has improved over time. These are the key reasons why the early years provision is good.
- Children and staff relate well together. Staff supervise children well and keep them safe and well looked after. Children behave well towards one another and play and work happily together.
- Early years staff give children clear explanations and guidance that helps them develop their skills across all the subjects they learn, including reading, writing and mathematics. Teaching in the early years is good.
- The indoor and outdoor resources are attractively presented and children use them well. The early years leader ensures that child-led activities contain enough challenge to enable children to learn well and make good progress.
- Early years staff keep parents and carers well informed about their children's learning.
- Early years staff assess children's learning constantly and accurately. However, records of children's learning do not always contain clear explanations of staff's evaluations of children's achievements.
- The early years leader's accurate evaluation of the quality of the school's early years provision has enabled her to ensure that early years teaching and achievement continue to improve. Leadership and management are good.

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	118278
Local authority	Kent
Inspection number	450944

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	The governing body
Chair	John Henderson
Headteacher	Daniel Eaton
Date of previous school inspection	9–10 May 2013
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