

# Leamington Primary and Nursery Academy

Clare Road, Sutton-in-Ashfield, NG17 5BB

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- Pupils' attainment at the end of Key Stage 2 is too low. Although improvements have been made to attainment in writing and reading, standards in mathematics remain too low.
- Teachers do not always make it clear to pupils exactly what they have to do. In a small number of lessons, teachers do not check that pupils understand what is expected of them.
- Teachers do not check that pupils act on the advice they are given through marking. This means that the guidance they offer pupils is not used effectively to improve their work.
- In some lessons, pupils are not fully engaged in learning, easily distracted and too noisy, so make too little progress.
- Since the school became an academy, a number of changes have been made to the make-up of the education advisory board. The role of board members is unclear and they do not monitor the day-to-day work of the academy in enough detail.
- Subject leaders are yet to have a positive impact on the work in their areas across the academy.
- In mathematics, leaders have not yet used existing good practice sufficiently or checked gaps in teachers' knowledge and understanding so that extra training can be provided.

### The school has the following strengths

- The Head of Academy and her senior leaders have been successful in making a number of improvements to the academy as a result of accurate self-evaluation and detailed development planning. The academy is clearly improving.
- Improvements made to the teaching of reading and writing are rapidly having a positive impact on pupils' progress.
- The progress made by children in the early years is good because this aspect of the academy is well led and the teaching is good.
- The academy provides a caring environment for pupils and ensures that they are kept safe.
- The academy's engagement with parents is very strong. Parents have many opportunities to spend time in the academy with their children.
- There is a strong focus on providing well for the most vulnerable and disadvantaged pupils and this is evident in the narrowing gaps between their attainment and that of their classmates.

## Information about this inspection

- The inspectors observed pupils' learning in 17 lessons or parts of lessons. A number of lessons were observed jointly with the Head of Academy.
- Meetings and discussions took place with the Head of Academy, members of the School Partnership Trust, members of the education advisory board, staff, pupils and parents.
- Inspectors examined samples of pupils' work, some jointly with the English and mathematics leaders, and several pupils read to the inspectors.
- Inspectors took account of the 37 responses to the online parent survey, Parent View. The inspectors also talked to parents and took account of the 19 questionnaires completed by staff.
- The inspectors looked at a range of documents produced by the academy, including data on pupils' progress and attainment, procedures for safeguarding, and the academy's own evaluations of its work. They considered reports to the education advisory board and minutes of their meetings and the academy's action plans for raising attainment.

## Inspection team

Geof Timms, Lead inspector	Additional Inspector
Richard Hopkins	Additional Inspector
Elaine Hamilton	Additional Inspector

## Full report

### Information about this school

- Leamington Primary and Nursery Academy is larger than the average-sized primary school.
- The predecessor school, called Leamington Primary and Nursery School, became a sponsor-led academy in September 2013 and is part of the Schools Partnership Trust Academies. When the predecessor school was last inspected by Ofsted, it was judged to be good.
- Children attend the early years provision in the Nursery class on a part-time basis. Children attend the two Reception classes on a full-time basis.
- Since April 2014, the Principal has been seconded to lead another academy in the Trust. The Head of Academy is Acting Principal.
- Almost all pupils are White British. A small, but growing, number of pupils are joining the school from Eastern European countries and are learning English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A well above-average proportion of pupils are disadvantaged and supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast club each morning.

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

- Ensure that more of the teaching has a positive impact on raising pupils' achievement by:
  - teachers checking throughout lessons that all pupils are on task and engaged
  - making sure that pupils are acting on the guidance teachers give them when they mark their work
  - making the explanation of what is expected of pupils when they take part in activities clearer and checking on pupils' understanding during lessons.
- Raise standards in mathematics by developing the leadership of the subject, spreading existing good practice and providing extra training for staff where the need is identified.
- Improve the leadership and management by:
  - improving the leadership skills of subject leaders
  - clarifying the role of the education advisory board, especially regarding its monitoring of the day-to-day work of the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because leaders have not ensured that teaching and achievement have been good enough to help pupils achieve well, particularly in Key Stage 2.
- Some subject and other leaders are at an early stage in developing their roles. Although some training has been provided to improve leadership skills, too little has been done to extend their influence and expertise across the academy. In mathematics, the leadership has yet to have an impact on raising standards in Key Stage 2.
- The academy's current leaders have identified what needs to be improved and have made a successful start in addressing many of the areas for improvement. This is already having a positive impact in improving the quality of teaching and pupils' achievement. Improvements are especially evident in the early years, where good leadership has resulted in good teaching and progress. This good practice is beginning to be used as a model in other schools. Leaders are focused on creating a positive culture for improving teaching and pupils' behaviour.
- The support and training provided through the Trust is beginning to have a positive impact, particularly on developing leadership and in helping to raise standards in subjects such as writing. There have been increased opportunities for teachers to work with staff from other schools in the Trust. Activities such as checking teachers' assessments made with other schools has ensured the accuracy of the academy's data.
- Academy leaders have focused their efforts on improving teaching and learning. Weaker performance has been addressed and staff changes have been made. There is a robust and rigorous system in place to check the success of teachers' work. Leaders are aware of individual strengths and are beginning to spread this expertise more widely. More opportunities have been found for teachers to plan and work together to share good practice.
- Leaders have produced a detailed and accurate evaluation of the academy's current performance. This has resulted in robust development planning which addresses appropriate areas for improvement. Available data regarding pupils' progress is shared more widely with teachers than was the case in the past. Leaders have introduced new systems for assessing and recording pupils' progress that are used across the Trust. These are appropriately addressing the changes planned for when National Curriculum levels are removed.
- Additional funding for disadvantaged pupils is used well to support their learning. Leaders plan and track this funding and its impact on pupils' progress well. Because of this, gaps in attainment have rapidly narrowed over the past three years.
- The extra funding provided for sporting activities is used appropriately. This provides pupils with access to good coaching so they can take part in a wider range of sports, such as lacrosse. In addition, teachers are able to work alongside coaches and learn from them. The school takes part in a wide range of competitions and participation in sporting activities has risen.
- The academy has developed an appropriate curriculum, which is broad and balanced. Good links are made between subjects so pupils can use their skills in different ways. Pupils are well prepared for life in modern Britain through a range of activities, such as residential experiences and learning about different faiths and cultural differences. The academy ensures pupils' good spiritual, moral, social and cultural development. British values are promoted well through a range of activities to emphasise the importance of tolerance and respect. The academy promotes equality of opportunity well. This ensures good relations are fostered and there is no discrimination.
- **The governance of the school:**
  - The Trust has been effective in overseeing personnel and payroll issues since the school became an academy. Locally, the main functions of a governing body have been taken on by an education advisory

board. There have been significant changes to the membership of the board and it is currently in the process of auditing the skills of members. There is, however, a continuing lack of clarity around the board's role, particularly in relation to their work in monitoring the strengths and weaknesses of the academy. This hinders their ability to challenge the academy's work.

- Board members have a good knowledge and understanding of the academy's data on pupils' progress.
- Board members carry out their statutory duties. Together with leaders, they ensure that all safeguarding requirements are met. They are appropriately involved in decisions about teachers' pay and ensure that this is linked to performance.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement. This is because, in a small number of lessons, and, at times, in assemblies, pupils do not demonstrate very positive attitudes towards school. On these occasions, they are not fully attentive or engaged and they cause some low-level disruption which affects the learning of others.
- Pupils' conduct around the academy is good. They respond to adults well. Lunchtimes provide a pleasant social occasion and behaviour in the dining room is good. The Head of Academy runs a lunchtime group for pupils who find it easier to eat and socialise in a smaller group. This is a good example of the care and thought the academy puts into pupils' personal and social development and their welfare. At break times, behaviour is generally good.
- Pupils enjoy taking responsibilities. The school council is raising money for equipment for the planned new playgrounds. Older pupils enjoy looking after younger ones at dinner times and helping in the library. In addition, they raise money for a range of local and national charities and take part in Remembrance Day activities.
- The breakfast club provides pupils with a calm and productive start to the day. The provision for art and nurturing activities is excellent due to the calm approach and expertise of staff. This gives some of the more vulnerable pupils an opportunity to create some very high-quality and imaginative artwork.
- Pupils are able to work together well and share ideas and suggestions. This was seen in a mathematics lesson when more-able pupils maturely discussed their methods for solving problems around probability.

### Safety

- The academy's work to keep pupils safe and secure is good. A large majority of the parents who responded to the online questionnaire, or who spoke to inspectors, said their children were safe and happy at the academy. Pupils say that there are adults in the academy they trust and would talk to, if worried about anything.
- Pupils have a good understanding of what constitutes bullying and how to deal with it. They say it gets sorted out quickly, if it occurs.
- Pupils know how to keep themselves safe when using computers or other technology and about other dangers they might face outside school, such as racist or homophobic bullying.
- The academy carries out systematic risk assessments for all activities, on and off the site. Staff are appropriately trained in first aid and child protection.
- Although the academy does everything possible to encourage full attendance, this remains below average. This is partly due to a recent outbreak of chickenpox, but also because a number of parents do not ensure that their children attend regularly. Most pupils are punctual. The academy has reduced the number of pupils who are persistent absentees significantly, although, in 2014, the proportion was still above the national average. Attendance issues that do arise are followed up appropriately.

**The quality of teaching** requires improvement

- Teaching requires improvement because it does not have sufficient impact on raising standards by the end of Key Stage 2. Not all teachers ensure that their instructions are clear enough to ensure that pupils know exactly what is expected of them. Teachers do not check pupils' understanding during lessons sufficiently to be able to make sure that pupils understand the tasks they have been assigned.
- Teachers do not always manage pupils' behaviour effectively. This means that, in some lessons, the learning is disrupted by noise levels that are too high and pupils' chatter that is not related to their work.
- Teachers give pupils helpful advice when marking pupils' work, but teachers do not routinely check that pupils act on the guidance they are given. This means that pupils sometimes repeat the same mistakes in subsequent work.
- Teachers expect pupils to produce work that is tidy and neat. Some very effective displays of pupils' work illustrate this and it was equally evident from sampling pupils' books. Pupils' work is celebrated in many displays and displays are used very effectively to support pupils' learning. This is a particular strength in the Year 2 and 3 classes.
- Where pupils' learning is strongest, they have good opportunities to talk about their work and collaborate on tasks, sharing ideas. Good resources and other materials are used well to support learning. Computers are used effectively, as seen, for example, in a slide presentation around the Year 1 topic on plants and growth.
- Teachers provide pupils with clear targets and this helps pupils to understand how well they are doing and the progress they are making. The teaching of reading and writing has improved and this is beginning to be evident in faster progress in English. However, teaching in mathematics is not as effective.
- The teachers and teaching assistants work closely with the leader of this aspect of the school's work to ensure that disabled pupils and those who have special educational needs are accurately identified. The effectiveness of their support is, however, inconsistent and scrutiny of these pupils' work reveals that, although they make progress, it requires further improvement, especially in mathematics.
- The teaching of the pupils at an early stage of learning English is good. The academy has a strong focus on developing all pupils' speaking and vocabulary skills and this helps these pupils make rapid progress in learning English. The teaching of disadvantaged pupils is successful in narrowing any gaps in their attainment.

**The achievement of pupils** requires improvement

- The progress made in Year 6 by the pupils who left at the end of 2014 was well below that expected in reading, writing and mathematics. Whilst improvements to pupils' progress made in the early years and in Key Stage 1 are successful, the data show that the older pupils' legacy of past underachievement is proving difficult to improve. The academy's data shows that recent improvements in the teaching and leadership of reading and writing are having a positive impact. However, mathematics remains an area for further improvement.
- The academy's data, supported by evidence from work in pupils' books, show that more pupils throughout the academy are making the progress they should from their different starting points in reading, writing and mathematics. Pupils in Year 6 are on track to attain standards that remain below average, but are higher than in previous years. Pupils' attainment in punctuation, spelling and grammar is well below average when compared with the latest national data. The academy has improved the proportion of pupils reaching higher than expected standards, although this remains below the national average.
- In 2014, pupils in Year 2 reached broadly average standards in reading, writing and mathematics. Current progress is good due to effective teaching and the very positive start children get in the Nursery and Reception classes. Current Year 2 pupils are making at least the progress they should in all three subjects

and are on track to achieve similar levels to last year.

- The results of the Year 1 check on pupils' skills in phonics (letters and the sounds they make) are in line with the national average. This represents good progress in relation to pupils' starting points, especially with regard to their language skills and vocabulary. Pupils' basic reading skills are developing well and most pupils develop a good level of interest in a range of books.
- Progress in literacy is improving throughout the academy, although progress in numeracy remains weaker. There are good opportunities for pupils to extend their vocabulary through, for example, drama and role-play activities. These have been particularly successful in supporting boys' learning. The academy's focus on speaking and vocabulary has helped pupils at an early stage of learning English to make good progress. Many pupils produce good work in other subjects, such as science and art and design.
- Throughout the academy, the most-able pupils make similar progress to their classmates and so their achievement requires improvement. Recent changes to the curriculum and the teachers' planning have provided more opportunities for them to have sufficiently challenging activities.
- Disabled pupils and those who have special educational needs make progress similar to their peers so their achievement requires improvement. Nevertheless, the academy places a strong focus on pupils' welfare and emotional needs and pupils benefit from some effective support from staff. As a result, gaps in their knowledge and skills are reducing in all classes and year groups.
- In 2014, the gap between the attainment of disadvantaged pupils and others in Year 6 narrowed for the third year running. This was due to the good provision and teaching they received. Even so, disadvantaged pupils were over a year behind pupils nationally in reading and mathematics and almost a year behind in writing. They were around a term behind their classmates in reading, writing and mathematics. The academy supports disadvantaged pupils to close any gaps in their knowledge and skills and to support their often-significant learning and social needs. As a result, these pupils make good progress.

### The early years provision

is good

- The provision for the Nursery and Reception children is effective and improving. From their different starting points, children make good progress in all areas of learning. Even so, they do not reach the levels expected, although last year they were close to the national expected levels of development by the end of the Reception Year. This represents good progress.
- The current group of children are on track to do at least as well as last year's cohort by the end of this academic year. Children join the academy with poor speech, language and communication skills and with low levels of personal, social and emotional development. These aspects are a major focus for the staff and progress in these areas is rapid.
- The early years is led and managed well. The leader has good experience of working with children of this age and she leads the staff in the three classes well. Some of her leadership expertise is being used across other schools in the Trust to help spread good practice.
- Staff plan a good range of imaginative and interesting activities. Pupils at an early stage of learning English are well supported by staff, and the work on speech and language development helps them extend their vocabulary which, in turn, has a positive impact on the progress they make. Staff ensure that children are well prepared for their work in Year 1.
- Assessments of children's learning are made soon after they have started school and are repeated on a regular basis through the year. These provide staff with an accurate picture of learning and the evidence in children's books clearly illustrates the progress they are making. This enables individual children's learning to be checked accurately and easily, so that any gaps are rapidly addressed.

- Children are clearly happy at the academy. This was seen in their obvious enjoyment of the story of *The Hungry Caterpillar* and by their enthusiasm when sharing their work with parents at the start of the day. They behave well, including when outside or in a different environment, such as in the dining room. Staff ensure that children are kept safe through appropriate supervision and careful risk assessments.
  
- Teaching is good. The strong focus on children’s social and emotional development and on their speaking and listening skills has a very positive impact on their future education. A range of books and texts have a high profile in many activities, such as the current topic on growth, which is leading to an upcoming ‘farmers’ market’ where children will sell their plants and cakes they have made to parents and visitors.



## 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>	140086
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	461848

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>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The education advisory board
<b>Chair</b>	Di Morphew
<b>Principal</b>	Peter Hardern
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	01623 455951
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