

# The New Leake Primary School

Fodderdyke Bank, New Leake, Boston, Lincolnshire, PE22 8JB

**Inspection dates** 1–2 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The executive headteacher is a highly effective leader who has built strong partnerships with other schools. This has helped to create an effective staff team.
- Leaders have been successful in improving teaching and pupils' achievement, especially in writing, following a dip in 2014.
- Pupils of all abilities, including the most able, make good progress and achieve well in reading, writing and mathematics.
- Teaching is good throughout the school. Teachers capture pupils' interests, and encourage them to question and explain their answers.
- Children in the early years get off to a good start. As a result of effective teaching, they make good progress in most aspects of learning.
- Pupils' behaviour is good. Pupils are enthusiastic about learning.
- Leaders ensure that pupils are kept safe and secure. Pupils know how to keep themselves safe, including when using the internet.
- Governance is effective. Governors keep a regular and careful check on the work of the school.
- Pupils' awareness of British values and spiritual, moral, social and cultural issues is a strength. This ensures they are well prepared for life in modern Britain.

### It is not yet an outstanding school because

- Teachers do not always give pupils harder work when they are ready, and not all marking leads to prompt improvements in their work.
- Pupils do not have enough opportunities in subjects other than English and mathematics to develop their literacy and numeracy skills to the full.
- Partnership working with parents, to support their children's learning, is underdeveloped.

## Information about this inspection

- The inspector observed learning for all year groups in visits to seven lessons, most of them jointly with the executive headteacher. She made brief visits to classes for other purposes, such as to observe registration. She heard pupils read and looked at samples of pupils' work. She attended an assembly.
- Meetings were held with the executive headteacher and other staff, a group of pupils, members of the governing body and a representative from the local authority.
- Informal discussions were held with parents and pupils.
- The inspector examined a range of documents, including the school's self-evaluation and improvement plan. She also scrutinised the school's analysis and tracking of pupils' progress, records relating to classroom observations, the management of staff performance, records of behaviour and safety, and records of meetings of the governing body.
- The inspector considered the views expressed in the 10 parents' responses to Ofsted's online questionnaire, Parent View. She also considered the views expressed in the school's own parental surveys, and from chatting to parents at the school gate. She took account of the six responses to the staff questionnaire

## Inspection team

Ruth McFarlane, Lead Inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school. It is just emerging from a prolonged period of building works which displaced classrooms for three terms.
- The school formally federated with Stickney Church of England Primary School in November 2014. It shares the same executive headteacher and governing body. It also works in partnership with St Margaret's Primary School, Withern.
- In the early years' section, the school has just begun to enrol Nursery-age children, part time, for three full days per week. Reception children attend full time.
- Pupils are taught in three mixed-age classes: Class 1 for Nursery and Reception-age children and pupils in Years 1 and 2; Class 2, for pupils in Years 2, 3 and 4; and Class 3, for pupils in Years 5 and 6.
- Since the school federated, the school roll has increased by a quarter. Almost all pupils are from White British backgrounds. A far smaller proportion of pupils than average speak English as an additional language.
- There are significantly more boys than girls on roll.
- The proportion of pupils supported through the pupil premium is higher than average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and those looked after.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Most year groups have fewer than ten pupils. The school's national test results cannot be compared to the government's floor standards, which set the minimum expectations for pupils' attainment and progress. This is because there are fewer than the minimum 11 pupils in Year 6 in 2014.
- A breakfast club, run by the school, operates on each school day.

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

- Improve teaching to accelerate pupils' progress by ensuring:
  - as soon as pupils are ready for harder work, it is provided, to make the best possible progress
  - teachers' marking consistently meets the high standard of the best, in always leading to prompt improvements in pupils' work.
- Improve the effectiveness of leaders and managers by:
  - developing and implementing plans to reinforce and deepen pupils' literacy and numeracy skills in a wider range of subjects
  - developing and implementing plans to increase the involvement of parents in their child's learning, especially in reading and writing.

## Inspection judgements

### The leadership and management are good

- Leaders' effective action has led to pupils making faster progress this year. The executive headteacher and governors have successfully steered the school through a period of rapid change due to increased pupil roll and prolonged building works.
- The executive headteacher has created a cohesive staff team that successfully promotes good teaching and behaviour throughout the school. Enhanced rigour in managing teachers' performance has improved teaching and, therefore, raised achievement. Only a few minor inconsistencies remain.
- Middle leaders (staff with allocated responsibilities, mostly recent appointments) are enthusiastic. They are growing in experience and effectiveness under the guidance of the executive headteacher. Staff responses to the inspection questionnaire were all entirely positive.
- Partnerships with other schools are strong and beneficial. Jointly developed new assessment arrangements, related to the new National Curriculum, are ready for introduction next term.
- Leaders track pupils' progress rigorously. They make sure that if any are in danger of falling behind they get the extra help they need. Disabled pupils and those who have special educational needs receive individual support, to ensure that there is equality of opportunity for all to learn. There is no discrimination.
- Pupil premium funding is spent effectively and the impact thoroughly measured. Additional sporting, creative, team-building and adventurous activities boost social skills and confidence. Small group and individual support with literacy and numeracy has accelerated progress, and narrowed gaps in performance between disadvantaged pupils and their peers.
- Additional funding for sports and physical education is managed well to increase participation in physical education and understanding of the need for healthy lifestyles. Professional sports coaches have worked alongside teachers to improve their skills. Pupils enjoy a wider range of sports, including Tri Golf (a 'mini' version of golf) and judo, and taking part in competitive team events. Pupils' training as sports ambassadors and play leaders has enabled them to organise team games during playtimes, promoting healthy activity.
- Good relations are carefully fostered. The school's 'values' of respect, kindness, trust, gentleness, honesty and responsibility are promoted by strong provision for spiritual, moral, social and cultural development. Through good work to actively promote fundamental British values, pupils are becoming well equipped for life in modern Britain. The 'Conscience Corridors', in which pupils state their opposing views, help them appreciate and respect different points of view, cultures and beliefs. Other work promotes greater understanding of democracy, the rule of law and individual liberty.
- The school's decision to group pupils by ability for mathematics and literacy, in an effective curriculum, has already accelerated progress. Planning includes especially 'boy-appeal' activities to maintain their engagement and reflect the school population, such as computer challenges involving catapulting and bowling. Some connections across subjects are strong, for example those that link history with geography. However, pupils do not have enough opportunities in subjects other than English and mathematics to develop their literacy and numeracy skills to the full.
- Parents who responded to the online questionnaire and those who spoke to the inspector during the inspection would all recommend the school to others. The school provides guidance for parents to help with their child's learning but recognises that it could do more to harness parents' engagement in helping boost pupils' progress in reading and writing, especially, but not only, for children in the early years.
- Safeguarding arrangements meet current statutory requirements. All staff work together effectively to ensure that pupils are safe. Training in child protection is up to date and thorough.
- The local authority has provided good support for the school during the period since the previous inspection and in supporting the governing body in its decision to form a federation.
- **The governance of the school:**
  - Governors are effective. They are committed to developing the partnership with other schools, recognising the potential this has in taking the school to the next stage of its development.
  - They are very supportive of the executive headteacher, and her actions to improve teaching and tackle underperformance, in order to ensure good achievement for all pupils. They know about the quality of teaching and ensure teachers' performance is rigorously managed. They ensure pay rises are only awarded for staff who meet challenging targets for pupils' progress.
  - Governors have a good understanding of school data relating to pupils' performance. They know about the school's strengths and its areas for development. Through visits and challenging questions, they understand how teaching and leadership make an impact on pupils' achievement.

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

- The behaviour of pupils is good. Pupils are enthusiastic about learning, and show respect and tolerance for others. This has helped them make good progress. Behaviour has remained good despite displacement of pupils into other areas of the school during an extended period of building works.
- Established pupils welcomed the considerable proportion of new pupils who recently joined the school, and this has enabled them to settle quickly.
- Pupils listen carefully to their teachers. They are willing to share their ideas and thoughts with each other.
- Pupils have developed good skills in how to improve their own learning and find things out for themselves. During their time in early years pupils develop concentration and perseverance with their work and then build on these skills as they move through the school.
- Older pupils take on extra responsibilities, especially to help younger pupils, for example as school councillors and playground 'buddies'. They act in a mature way with visitors. Behaviour is good in the playground.
- Pupils are proud of their school. They like the 'sun and moon' system, where they are encouraged to aim for the stars and, ultimately, the moon, through consistent good attitudes and behaviour. However, they agree with their teachers that sometimes, their placing in the cloud or even the rain zone, for occasional minor transgressions, is appropriate.
- Attendance has been below average in the past, but due to the school's successful work with families to improve it, recent figures show it is broadly in line with the national average.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. They know about unsafe situations and how to keep themselves safe.
- Breakfast club provides a safe and welcoming start to the day for those who participate.
- Pupils told the inspector about assemblies and lessons which focus on the dangers around them. Older pupils train as Junior Road Safety Officers to become ambassadors for pupils' safety on the roads.
- Pupils have an increasing knowledge and understanding of the risks from technology, such as mobile phones and the internet.
- Staff observe pupils carefully, particularly during break and lunchtime, to ensure they stay safe.
- Pupils have a good understanding of potential bullying situations but say incidents of bullying are rare. Records confirmed this.
- The school undertakes and maintains appropriate records of all pre-employment checks on staff members and those who volunteer to ensure they are suitable to work with children.

**The quality of teaching is good**

- Teachers are good at encouraging pupils to learn. 'Lessons are fun,' was a frequent comment from pupils, talking with the inspector. Teachers pose questions skilfully, using their responses to probe further to extend pupils' thinking and understanding.
- The school's decision to teach literacy and numeracy in ability groups has boosted pupils' progress. This is also effective in support for disabled pupils and those who have special educational needs. A range of activities builds on what pupils know and allows them to secure new knowledge.
- The teaching of mathematics is good. Teachers help pupils effectively to apply their skills through solving mathematical problems and investigations that extend and deepen their learning. Website information for parents about what is expected in mathematical calculation enables parents to understand and support their children's learning at home.
- The focus on improving writing has been successful through the introduction of more effective, systematic teaching. Pupils have good opportunities to write at length, an improvement since the previous inspection. There is an effective emphasis on improving grammar, punctuation and spelling. Pupils' work in Year 1 showed they are confidently using speech marks and exclamation marks accurately in their writing.
- Reading is taught well. Staff give pupils a good base in learning phonics (the link between sounds and letters). Teaching includes opportunities for pupils to develop a love of reading, for research and for pleasure at school. However, links between school and home, to help parents assist their children to make progress in reading and writing, are underdeveloped, including those in the early years.
- Teachers are good at spotting any potential underachievement and dealing with it quickly. Teaching

assistants skilfully support pupils who need additional support. However, teachers are sometimes not so quick to spot when pupils show they understand what has been set, and are ready for harder work. This is why teaching is not outstanding.

- There are some excellent examples of marking and feedback, involving Gary the Gardener (green writing for growth) and Pinky the Perfectionist (pink writing for praise). However, looking through pupils' books, the 'growth' guidance is not always resulting in improvements in pupils' work, because teachers do not always follow the school policy and ensure that pupils act upon their good advice.

### The achievement of pupils is good

- The number of pupils in each year group is very small. Therefore, analysis of the school's performance compared with the National Curriculum tests and assessments cannot be made.
- From a low starting point, pupils achieve well throughout the school in reading, writing and mathematics, including the very few who speak English as an additional language.
- In 2014, most Year 1 pupils met the expected standard in the phonics screening check. This year, all met the standard. This, and new planning for literacy, has helped Year 2 pupils' reading catch up from the low start on entry to Year 1. Teachers' assessments show all Year 6 pupils reached at least the expected standard for their age in reading this year. Older pupils read readily for research and pleasure, and talk enthusiastically about their favourite authors.
- School data and pupils' books indicate examples of outstanding progress this year, especially in writing, as pupils catch up from earlier, slower progress, which caused a dip in attainment in 2014. Pupils have responded well to the increased opportunities to write at length and enhance their grammatical skills. Year 2 pupils write expressively and imaginatively, using a wide vocabulary. 'My friend and I have experienced the most intriguing adventures...' wrote one. Another showed understanding of grammatical constructions beyond their age, writing, 'Whilst watching a movie, we were eating some fish and chips, when...'. Year 6 writers show competence with a range of punctuation and grammatical structures.
- In mathematics, progress is more variable, but there is no underachievement. Information about calculation, provided for parents, is helping pupils increase their progress. Year 2 pupils reach the standard expected for their age. Pupils' progress has accelerated in Years 5 and 6 from their historic weaker start, and most catch up with other eleven year olds in the country in mathematics, by the time they leave in Year 6.
- In 2014, there were too few disadvantaged Year 6 pupils for any reliable analysis to be made or to compare their attainment without potentially identifying them. Progress for these pupils is good and any attainment gaps between these pupils and others are closing.
- Disabled pupils and those who have special educational needs make good progress and achieve well because of the effective support they receive.
- Pupils who are new to the school have quickly begun to make the same kind of progress as their peers because they receive individual support for their learning.
- The most able pupils achieve well. All those who achieved higher Level 3 in Year 2 went on to achieve the higher Level 5 in Year 6 in 2014. Occasionally, the work teachers set is not consistently providing challenging work as soon as pupils show they are ready for it, and as a result do not achieve as well as they should. This is why achievement is not outstanding.

### The early years provision is good

- Good leadership and management of the early years provision is successfully preparing children so that they are ready for Year 1. All staff have high expectations and a good understanding of the needs of the children. Parents say that their children enjoy coming to school because the staff have developed a welcoming and caring environment. They are complimentary about all aspects of the early years' provision.
- The school has successfully absorbed the introduction of Nursery-age children managed alongside the older ones. All staff ensure that children are kept safe. Children interact and form close relationships with staff and each other. They behave well; they are happy and feel safe.
- Children's starting points are generally significantly below what is typical for their age, particularly in communication and language, and personal and social development. Progress in all areas of learning is closely monitored and shows that most of the children make good progress, including any who speak English as an additional language.

- From their particularly low start in communication and language, good progress means that standards by the end of Reception are still lower than typical for children's age in reading and writing. This is leading the school to think about working more constructively with parents in these regards, to support learning at home.
- Children's personal skills develop well from the low start. The 'Tree of Thanks' on display in the classroom was the result of children thinking about what they are thankful for, such as several referring to the school's recent acquisition of pet rabbits. Children gain good cultural awareness through personal experiences, for example making 'barfi' (Indian confectionery).
- Teaching is good in the early years. Staff question children effectively, taking these opportunities to extend children's vocabulary and understanding of number. Photographic evidence shows plenty of work using the internet, showing that children understand how to search for information. Children 'googled' the word 'egg' and asked each other how to spell it, considering whether there are two 'g' sounds.
- The most able children make good progress. They can write sentences using capital letters and full stops. 'I had to try and stay on the rodeo bull', wrote one.

## 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>	120466
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	464188

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sheila Doyle-Thomas
<b>Headteacher</b>	Rowena Thompson
<b>Date of previous school inspection</b>	7 November 2011
<b>Telephone number</b>	01205 270285
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