

Leighterton Primary School

Leighterton, Tetbury, Gloucestershire GL8 8UH

Inspection dates	7–8 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The relentless drive and determination of the headteacher is central to this rapidly improving school.
- Pupils achieve well and make good progress from their starting points in reading, writing and mathematics.
- Teaching is good. Teachers and teaching assistants work together very well to support pupils' development.
- Pupils' behaviour in and around the school is good. They demonstrate high levels of respect and are extremely considerate of each other's needs.
- Leadership of the early years is good. Children are well supported, which enables them to make good progress.
- Pupils develop a strong understanding and appreciation of British values through well-planned activities that relate to current events in the news.
- The school successfully develops pupils' spiritual, moral, social and cultural development.
- Improvements in curriculum design is inspiring and motivating pupils to learn well. It is complemented by an extensive range of enrichment activities to which all pupils have access.
- The school's work to keep pupils safe is effective. Pupils are well cared for and thrive as a result of the support and guidance staff provide.
- Governance is strong. Governors have a clear understanding of the strengths and weaknesses of the school. They provide a good balance of challenge and support to the headteacher.
- The majority of parents and carers speak positively about the school. They are confident that their children are receiving a good education and are well looked after.

It is not yet an outstanding school because

- Subject leaders, who are new to their roles, have not yet fully embedded processes to check the learning and progress of pupils.
- Teachers do not consistently challenge pupils to achieve the highest standards, especially the most able.
- Attendance has fallen slightly since the previous inspection and is below the national average. Leaders have not taken enough action to ensure the regular attendance of pupils.

Full report

What does the school need to do to improve further?

- Raise achievement by ensuring that teachers consistently provide the highest levels of challenge to enable pupils to make even stronger progress, especially the most able.
- Further develop subject leaders by ensuring that they take greater responsibility for developing the quality of teaching, learning and assessment in their subjects.
- Improve the attendance of pupils and reduce the number of unauthorised absences.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has been relentless in her resolve to improve this school quickly. Her determination, ambition and continual reflection are resulting in a rapidly improving school. She has the support of staff who have 'bought into' the changes she has made to teaching, learning and assessment to ensure that pupils receive the very best education. As a result, pupils' outcomes are good and continue to improve.
- The headteacher has quickly established a positive learning climate for the pupils and staff. Staff appreciate the wide range of professional development they receive to support their understanding of how pupils learn and to continually develop their teaching skills. Teachers welcome the opportunity to share good practice with each other in the school and across schools locally. This is having a positive impact on improving their skills and the quality of teaching, learning and assessment.
- The targets set for teachers are used to good effect to hold staff to account and to support their training and development. The headteacher has swiftly tackled weak teaching to ensure that the quality of teaching is typically good, helping pupils to make good progress.
- The curriculum is well designed to ensure that all pupils have access to a good range of activities across all subjects which excite and motivate them in their learning. For example, pupils in Year 3 and 4 are currently developing their French vocabulary through their work on the Olympic Games. This provision is further enhanced by a French club which is led by a specialist teacher. Pupils describe how they enjoy this club, which is reflected in the increasing numbers of pupils who attend.
- The school provides pupils with a wide range of enrichment activities which are well attended. Pupils talk with great enthusiasm about the clubs they attend, which include knitting, construction, design and a wide range of music clubs. Sports funding is effectively used to provide a range of additional opportunities, such as tennis and tag rugby.
- Additional funding is effectively used to provide extra support to disadvantaged pupils. Consequently, these pupils are making good progress in all areas of their learning and are achieving as well as their peers in reading, writing and mathematics.
- The school works well to develop pupils' awareness of life in modern Britain. For example, they have a good understanding of democracy through the election process of the school council. Current global and national issues are openly discussed in lessons and assemblies. Pupils were able to talk with knowledge to the inspector about the upcoming European referendum and the differing views held by political figures, and with aplomb.
- Spiritual, moral, social and cultural development is threaded well throughout the curriculum and clearly reflects the school's 'SMART' code: speak politely and listen carefully; make school enjoyable for everyone; act safely; respect and care for each other; tell someone your worries. Within the school, pupils from different backgrounds show respect for each other. They understand that any form of discrimination is not tolerated and that while each of them is different, all should be treated equally.
- School self-evaluation is accurate and development plans clearly identify those areas in which improvements need to be made. Therefore, the school's capacity to improve further is strong. For example, leaders are aware that although pupils are making good progress in their learning, they could make even stronger progress, especially the most able pupils. Plans are in place to ensure that all pupils make the best possible progress by teachers planning work which increases the level of challenge, making pupils think more deeply and take risks in their learning. However, these are early in their implementation and not yet fully embedded.
- Subject leaders, many of whom are new to post, are playing an increasingly significant role as the school continues to improve. However, as yet they are not fully involved in precisely checking pupils' learning and progress in their subjects. The headteacher recognises that this is the next step in the school's development of its leaders.
- The school has welcomed the good support from the local authority in successfully tackling those areas of weakness identified at the previous inspection. As the school has improved, the support has reduced. However, the school is not complacent and works effectively with a network of local schools to continue this cycle of improvement. Staff welcome the opportunity to share ideas, observe teaching and share good practice.
- Most parents speak very positively about the school and appreciate the quality of education and care their children receive. 'A breathe of fresh air' was a typical comment made about the leadership of the headteacher and the positive changes she has made.

■ The governance of the school

- Governance is strong. Governors are highly skilled and are knowledgeable about the school's strengths and weaknesses. They are very well informed about the progress that has been made since the arrival of the headteacher and what still remains to be achieved. They rigorously hold leaders to account.
- They have a good understanding of how good teaching is rewarded and have also supported the withholding of pay awards when performance has not been good enough. Governors ensure the financial stability of the school by close monitoring.
- The arrangements for safeguarding are effective. Leaders, including governors, have established a strong culture of keeping pupils safe. Staff are trained to recognise and act swiftly on signs of harm or risk to pupils. For example, lunchtime supervisors have received recent training in child protection and are confident in the actions to take if they have any concerns about the safety of a pupil. The headteacher has ensured that staff are up to date with current government legislation. This includes training for staff and governors to protect pupils from extreme opinions and views. As a result, parents agree their child feels safe at this school.

Quality of teaching, learning and assessment is good

- The headteacher has focused relentlessly on improving the quality of teaching, learning and assessment, which has noticeably improved since the previous inspection. Weak teaching has been swiftly tackled. Teaching is now typically good across the school, which ensures that pupils do well and make good progress.
- Teachers welcome the opportunities to visit and work alongside other schools. These enable teachers to challenge their thinking and refine their practice. For example, pupils' writing shows an increased focus on the teaching of spelling and punctuation and how they can make their writing exciting through vocabulary choices. This sharper focus is ensuring that the quality of teaching, learning and assessment continues to improve.
- Teachers' assessment of what pupils can and cannot do is accurate. Consequently, pupils across the school are making good progress in their reading, writing and mathematics. Pupils clearly understand what they need to do in order to improve their work. This is due to teachers consistently applying the school's marking and feedback policy. Pupils describe how they have welcomed the introduction of the 'purple pen' to edit their work. They are increasingly able to check their own learning and make improvements in their work.
- Teachers know their pupils well, which enables them to plan learning that excites and motivates pupils and build on previous learning. This ensures sustained progress for groups of pupils, including those who are disadvantaged or pupils who have special educational needs or disability.
- Teachers' subject knowledge is strong and they use this to question pupils carefully to make them think and deepen their understanding. For example, in a Year 3 and 4 mathematics lesson, teachers' questioning, such as, 'What would happen if?' and, 'Explain to me' quickly checked pupils' understanding of symmetry and misconceptions were tackled swiftly, consolidating their learning.
- Teaching assistants work well with teachers. They provide effective support and guidance to pupils. For example, they are able to break down steps in learning to ensure that pupils clearly understand activities set.
- The strong focus on the teaching of phonics (letters and the sounds that they make) is quickly raising standards in reading. Pupils read with increased confidence as they are provided with successful strategies with which to sound out unfamiliar words.
- Improvements in the quality of science teaching are supporting pupils to develop the skills needed to work scientifically. Pupils enjoy the increased opportunities for practical investigations across a wide range of topics. For example, Year 6 pupils have completed investigations on speed and velocity, demonstrating their good understanding on the impact friction has on the speed that cars travel.
- Teachers do not consistently challenge pupils enough to extend their learning to enable them to make the best possible progress, especially for the most able pupils. Activities planned by teachers do not always encourage pupils to show curiosity, explore new challenges and to take risks. Consequently, this limits the amount of progress the most able pupils make.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The policies and procedures for keeping pupils safe are robust and fully embedded in all aspects of the school's work. Staff take good care of pupils. Staff are alert to potential risks, record all concerns assiduously and take swift action where needed to ensure that the safety and welfare of pupils are never compromised.
- Pupils are confident that they are looked after well. They describe how they can talk to any member of staff if they have any concerns or need help. Parents spoken to or who completed the online questionnaire agree that their child is well looked after and feels safe at this school. A growing breakfast club, set up at the request of parents, provides a safe and welcoming environment in which pupils mix happily across year groups and experience a relaxed and enjoyable start to the day.
- Playtimes and lunchtimes are happy and sociable occasions. Pupils sit and chat together and welcome the opportunity to socialise with their friends. They appreciate the recently purchased play equipment. For example, they spoke with delight about the 'den' and the tyres they can play with.
- The school's work to promote respect and tolerance is well established. There was no derogatory language heard during the inspection and pupils know that such language would not be tolerated. Pupils are clearly proud of their school and appreciate the many varied opportunities they are given to support them in their learning and development.
- Pupils say there is very little bullying and when it does occur it is quickly tackled by staff. In addition, pupils have a good understanding of how to keep safe. For example, older pupils who spoke with the inspector have an increasing understanding of how to keep safe when using the internet and the importance of not providing their personal information.

Behaviour

- The behaviour of pupils is good. In school, pupils are polite and respectful. They care for others around them and are kind.
- Pupils have a very clear understanding of what acceptable behaviour is and how all pupils should be treated equally. Pupils informed the inspector how they are taught to 'treat others like how you want to be treated'. Consequently, school records show very few incidents of poor behaviour over time.
- Most pupils are motivated to learn and take pride in their work. However, when work does not sufficiently challenge or inspire them, there are occasions when pupils are not attentive or fully engaged in their learning. Consequently, they are not making the very best progress of which they are capable.
- Pupils enjoy school, but attendance has dipped this year and is lower than the national average. The headteacher monitors pupils' attendance and contacts parents when concerns are identified, but this action is not sufficient in ensuring the regular attendance of pupils and unauthorised absence is too high.

Outcomes for pupils are good

- Pupils' achievement over time has improved as the school drives improvement in teaching, learning and assessment. Progress is now good in reading, writing and mathematics as a result of good and improved teaching. In addition, leaders are now sharply focused on planning high-quality learning activities to ensure that pupils and groups of pupils, especially the most able, make even stronger progress.
- Children's attainment on entry varies year on year. Typically, they arrive with the skills expected for their age and stage of development. As a result of good provision in the Reception class, children are making stronger progress across all areas of learning. Outcomes since 2014 are improving and are set to improve further in 2016.
- Reading has been given a high priority following the significant dip in the 2015 Year 1 statutory phonics check. Robust analysis of assessment information also revealed that boys, while achieving better than their peers nationally, were performing less well than girls in school at the end of Year 2. As a result of targeted support, current achievement and progress in reading across the school and for all groups are strong because the teaching of reading is good. For example, the introduction of the 'reading fivers', where pupils are rewarded for frequently reading, and the recommended reading list provided for parents have significantly raised the profile of reading. Pupils of all ages describe how they enjoy reading and talk with enthusiasm about favourite authors.
- Pupils' progress in writing and mathematics is strong. Published data for 2015 shows that pupils make better progress than those nationally at the end of Year 2 and Year 6 in these subjects. Current progress information shows that this strong progress continues as a result of good teaching. However, pupils could

make even stronger progress, especially the most able, if teachers provided pupils with greater challenge and activities which probed their thinking more deeply.

- The few disadvantaged pupils and pupils who have special educational needs or disability make good progress as a result of good teaching and the effective additional support they receive. Regular checks on pupils' learning highlight what pupils know, can do and understand, and highlight any gaps in their learning. Additional support is arranged quickly for those who need it. As a result, the progress of these groups is strong and pupils achieve well in reading, writing and mathematics.
- Although gaps continued between boys' and girls' achievement in published data at the end of Year 2, the school's detailed analysis of their achievement confirms that gaps are closing in reading, writing and mathematics. Published data in 2015 showed that there were no gaps between girls or boys at the end of Year 6 in reading or writing. However, there remained a gap in mathematics. The school is taking swift action and this gap is closing so that girls achieve as well as boys in this subject.

Early years provision

is good

- The school provides good early years provision. The proportion of children achieving a good level of development rapidly improved in 2015 from 2014 and was in line with the national average. Nearly all children are on track to reach a good level of development in 2016. This ensures that they are well prepared as they move into Year 1. The achievement gap in 2015 between girls and boys has been quickly tackled by the school. Girls are now achieving as well as the boys and in some areas of learning exceeding them, for example in writing and numbers.
- The leadership of the early years is good. Staff monitor children's development carefully to plan precisely their next steps in learning. As a result, children are making good progress across all areas of learning, particularly in communication, language and literacy and technology.
- Teaching in the early years is good. Activities are carefully planned to motivate and excite children, increasing their knowledge and skills. The very few disadvantaged children and those who have special educational needs or disability are well supported and achieve well from their starting points. As a result of good teaching, these children are on track to achieve a good level of development in 2016.
- The teaching of phonics is good, enabling children to make strong progress. The most able children can read and write simple sentences. They form letters correctly, using correct pencil grip, and correctly spell common words. Children are confident in applying these skills in their independent learning activities. For example, children were able to make treasure chests by following their own designs. They were able to write about how they had made them, accurately ordering the steps they had taken.
- Relationships between staff and children are strong. This enables children to thrive and develop in an environment where they feel safe and secure. The behaviour of children in the early years is good. Clear boundaries and high expectations consistently applied by all staff ensure that children play and learn happily together.
- The safety of children is good. Staff are diligent in monitoring children and are confident in the actions to take if they have any concerns about a child's safety. Staff receive good-quality training in all aspects of keeping children safe, including child protection and paediatric first aid.
- While the early years leader ensures that systems are in place for effective transition between nursery settings and school, there has, as yet, been no collaboration to explore if there are opportunities to work together to raise children's outcomes. As a result, some children are not as well prepared to start school as they could be.

School details

Unique reference number	115507
Local authority	Gloucestershire
Inspection number	10012359

This inspection 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	85
Appropriate authority	The governing body
Chair	Tony Hubbard
Headteacher	Meryl Hatfield
Telephone number	01666 890273
Website	www.leighterton.com
Email address	head@leighterton.gloucs.sch.uk
Date of previous inspection	18–19 June 2014

Information about this school

- Leighterton Primary School is a much smaller than average-sized primary school.
- The headteacher has been in post since September 2015.
- The vast majority of pupils are White British and all pupils speak English as their first language.
- The proportion of disadvantaged pupils eligible for the pupil premium funding is extremely low. This is additional government funding to support pupils known to be eligible for free school meals and children looked after.
- The proportion of pupils who have special educational needs or disability is below the national average.
- Pupils in the early years are taught in one Reception class and attend full time.
- The school has a breakfast and after-school club that is managed by the governing body.
- The school met the current government floor standards in 2015, which are the minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector observed lessons or part lessons, all of which were joint observations with the headteacher.
- Meetings were held with the headteacher, staff, governors and a representative from the local authority. The inspector took into consideration the responses in questionnaires completed by six members of staff.
- A wide range of documentation was scrutinised during the inspection, including the school's evaluation of its own performance, the school development plan and data relating to pupils' attainment and progress. The inspector also checked the effectiveness of the school's safeguarding arrangements.
- The inspector talked with groups of pupils to seek their views about the school. The views of other pupils were gathered during lessons, playtimes and lunchtimes. The inspector listened to pupils read.
- The 24 responses to Ofsted's online survey, Parent View, were taken into account. The inspector considered comments provided by text message and also spoke to parents informally at the start and end of the day.

Inspection team

Jen Southall, lead inspector

Her Majesty's Inspector

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