

Leslie Manser Primary School

Kingsdown Road, Doddington Park, Lincoln, Lincolnshire LN6 0FB

Inspection dates

1–2 November 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not sustained the good quality of education from the last inspection. Pupils' achievement has declined, in a number of areas, to a standard that is below the national average.
- Leaders' view of the school's current position is too optimistic. Therefore, development planning lacks the precision needed to bring about improvement.
- The quality of teaching and learning in key stages 1 and 2 is not always good. Teachers do not consistently provide pupils with the challenge they need to make the best possible progress.
- Teachers' expectations of the quality and quantity of pupils' written work are not high enough. As a result, pupils are not currently making the progress they should in writing.
- Pupils in key stage 1 do not always use their knowledge of phonics effectively to help them read accurately and fluently.
- In 2017, the progress figure for writing at the end of key stage 2 was well below the national average. Also, in 2017, the proportion of pupils attaining at the higher standard in reading, writing and mathematics declined in both key stages 1 and 2.
- Disadvantaged pupils and pupils who have special educational needs and/or disabilities do not make consistently good progress from their starting points.

The school has the following strengths

- The headteacher appointed a new senior leadership team two years ago. As a result of their effective leadership, pupils' progress in reading and mathematics improved in 2017 to be in line with the national average.
- The atmosphere in school is calm and orderly. Pupils behave well in lessons and at breaktimes. They are enthusiastic learners and are proud of their school.
- Children in the early years enter school at a level that is generally below that which is typical for their age. As a result of effective teaching, they make good progress from their low starting points.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes by:
 - accelerating pupils' progress in writing so that standards at the end of key stages 1 and 2 are at least in line with the national average
 - increasing the proportion of pupils attaining at greater depth in reading, writing and mathematics at the end of key stage 1 and at the high standard in key stage 2 so that figures are at least in line with the national average
 - making sure that teachers give pupils of all abilities work that challenges their thinking and allows them to make rapid progress, especially in writing
 - making sure that pupils in key stage 1 receive consistently good teaching in order to become fluent and confident readers.
- Improve the effectiveness of leadership and management to bring about more rapid improvement by ensuring that:
 - leaders' and governors' evaluation of the school's performance is accurate
 - the targets for school improvement planning are challenging and precise
 - leaders' analyses of the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities provide an accurate overview of the impact of their work.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not sustained the good quality of education from the last inspection.
- As a result of the last inspection, the school was asked to improve the degree of challenge for pupils in their lessons and this has not been consistently achieved.
- A further recommendation from the last inspection was to increase the number of pupils reaching the higher levels in reading, writing and mathematics. In 2017, the proportion of pupils achieving the higher standard in all subjects declined to below the national average in key stages 1 and 2.
- Leaders' view of the school's position is unrealistic; their judgement is too generous. As a result, the development planning does not accurately identify the weaknesses in teaching and the precise actions needed in order to bring about rapid improvement.
- Leaders have a detailed, fully costed plan in place for allocating the school's additional funding for disadvantaged pupils. However, some important aspects are currently missing. For example, the plan lacks reference to disadvantaged pupils in the early years and to the needs of the more able disadvantaged pupils.
- Leaders keep thorough records regarding provision for pupils who have special educational needs and/or disabilities. Parents of these pupils speak highly of the school's work to support their children. However, leaders do not check closely enough on the impact of additional support provided for groups of pupils. Their analyses do not clearly identify where the extra help is working well or where it is less effective. As a result, disadvantaged pupils and pupils who have special educational needs and/or disabilities do not currently make consistently good progress from their starting points.
- Since the last inspection, there has been a significant degree of staff turnover. The established headteacher has seized this as an opportunity to strengthen his leadership team and made some astute appointments.
- Leaders are enthusiastic, aspirational and like-minded in their determination to raise standards. They are deployed across all key stages and are working effectively with their staff teams. Consequently, there has been a positive impact on pupils' progress in reading and mathematics at the end of key stage 2, which improved in 2017 to be in line with national figures. The positive impact of leaders' work, however, is not fully evident across all subjects and in all parts of the school.
- Leaders have introduced a new, thematic approach to the curriculum, linked to their assessment system. The aim of this approach is to harness pupils' interest and enthusiasm for their studies and, thus, to raise standards across the full range of subjects. Pupils spoke with infectious pleasure about their recent topics such as 'Scrumdiddlyumptious' and 'Towers, Tunnels and Turrets'. They have enjoyed the associated trips and activities. This new initiative has been well received by pupils and parents and there are early signs that the work is becoming effective in achieving its aims.
- Leaders' work to promote pupils' spiritual, moral, social and cultural education is a strength of the school. They carry out regular and careful reviews to ensure that all aspects of this work are incorporated into each class's topic themes.

- Pupils have access to a range of interesting and thought-provoking activities, such as positive health workshops, careers week, diversity week and visits to places of worship, to name but a few. As a result, pupils are becoming thoughtful, well-rounded individuals who are well prepared for life in modern Britain.
- Leaders use the additional funding provided through the primary physical education and sport premium effectively. Consequently, an increasing proportion of pupils take part in sporting activities and speak with confidence about how to stay fit and healthy.

Governance of the school

- Governors are regularly involved in the life of the school, both formally and informally. They join leaders in carrying out monitoring and evaluation. This helps governors to develop an understanding of pupils' learning in lessons. However, because the information they receive from leaders is currently too optimistic, they do not have an accurate picture of the school's current weaknesses in pupils' achievements.
- Governors undertake their role in managing teachers' performance with rigour, including that of the headteacher. They have not shied away from withholding staff pay awards when objectives have not been met.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils, parents and staff strongly agree that the school is safe. Pupils say, emphatically, that they have confidence in staff to keep them protected from harm.
- The quality of care and support provided for vulnerable pupils is a strength of the school. Leaders and staff at all levels work effectively with families and other agencies; they identify concerns quickly and follow them through thoroughly.
- Leaders are aware of the particular challenges faced by the local community, for example as regards concerns about online safety. In response, leaders have made useful information available to parents and have put in place a sensitive teaching programme for pupils, in order to address the local concerns.
- Leaders place a high priority on safeguarding and all policies and procedures are stringent. All statutory requirements are met. The school's employment checks are thorough. A clearly documented programme is in place to make sure that all staff receive the appropriate training.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning across the school is not consistently good. Some pupils, including the most able and those who are disadvantaged, do not make enough progress, because teachers' expectations of pupils' capabilities are too low.
- Some pupils in key stages 1 and 2 say that work is often too easy for them. This was observed to be the case in a number of lessons, where pupils' learning slowed when teachers did not move them on to harder work quickly enough.
- The work in pupils' books does not reflect the urgency needed to raise standards of

writing across the school. Too often, the books show little progress from the start of the year; targets are sometimes pitched too low and are not consistently applied. Teachers' feedback to pupils is often too generous and pupils' learning is slowed because prior errors are not addressed.

- Pupils read age-appropriate books with varying degrees of success. Pupils are keen readers; their books are changed frequently and they enjoy talking about their reading. However, younger pupils, in particular, are not always able to use phonic strategies effectively in their reading. They are also unclear about how the school helps them with their reading; younger pupils' perception is that parents or siblings teach them to read. The reading record books do not contain comments from school staff.
- In mathematics, there is evidence of progress and of pupils being challenged in their work. The majority of teachers are quicker to move pupils on to more-challenging activities to consolidate the learning.
- In Years 3 and 4, pupils participate with enjoyment in their science lessons, naturally enthused by the teachers' confident subject knowledge. Pupils respond well to the teachers' high expectations, using scientific terminology accurately to describe 'forces in action' in a playground.
- Positive relationships between adults and pupils and the calm, orderly atmosphere in school are conducive to learning.
- Teaching assistants provide skilled and effective support for pupils, both within lessons and through group work in the many 'breakout' areas of school. Teachers and teaching assistants work very well together as a team.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are keen to learn. They want to push themselves and improve their work. They are proud of their school.
- The atmosphere in school is happy, nurturing, calm and orderly. Many examples were seen of pupils' natural care for each other within school, as well as their empathy for others beyond the school. For example, pupils recently created a touching memorial for the victims of a national tragedy.
- When asked if they feel safe in school, pupils answered with a resounding 'yes'. Parents and staff concur with their view. Pupils spoke eloquently about the good teaching they have received about online safety.
- Pupils value opportunities to take on roles of responsibility such as school council representatives and playground buddies. This helps them to develop positive social skills.
- There have been no reported cases of bullying in the school for at least the last two years. Pupils and parents agree that this is the case. Pupils understand the meaning of bullying and can clearly explain how it differs from minor friendship problems. Despite the low incidence of bullying, leaders continue to be proactive in their anti-bullying

work and there are plans for a number of forthcoming projects in order to keep the 'message' fresh.

- Pupils have a very good understanding of fundamental British values. They experience a range of activities to prepare them for life in modern Britain, for example through assemblies, school council elections and the school's well-respected 'golden rules'.

Behaviour

- Pupils conduct themselves well at all times of the day and in many aspects of school life. Any occasional misbehaviour is short-lived, as staff respond quickly and effectively.
- Pupils are respectful of the 'golden rules', saying 'we go by the behaviour standards'.
- Pupils who act as playground buddies help others responsibly, so that minor disagreements are resolved amicably.
- In 2016 and 2017 the rates of persistent absence improved, as a result of leaders' strenuous efforts to work with pupils and families to improve attendance.
- Occasionally, in lessons, where teachers do not provide pupils with the appropriate level of challenge in their work, pupils' attention wanders and they lose focus.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement because pupils do not currently make consistently strong progress in most subjects and in most key stages. This applies equally to disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- The school's progress and attainment figures have fluctuated since the last inspection. The improvements described at that time have not been sustained.
- In 2017, the progress figure for writing at the end of key stage 2 dropped sharply and was in the lowest 10% nationally.
- Other aspects of pupils' achievement declined in 2017. The proportions of pupils who attained at the expected standard in reading, writing and mathematics at the end of key stage 2, although improved from 2016, remained below the national average. The proportions of pupils in key stage 2 who attained at the high level in reading, writing and mathematics declined from being in line with national averages in 2016 to below. Similarly, the proportions of pupils in key stage 1 who attained at greater depth in reading, writing and mathematics declined from being broadly in line with national averages in 2016 to below.
- The quality of pupils' work and their progress across a range of subjects are not always good. Pupils of all ages do not consistently apply good writing skills in subjects other than English. The quality of pupils' work is stronger in mathematics, where there is evidence of a good degree of challenge provided for the more able pupils, in order to deepen their thinking.
- In 2017, the proportion of children who attained a good level of development at the end of the early years dropped sharply and only 55% were assessed to be ready for

Year 1. However, leaders' precise analysis of children's progress, including the unusually high proportion of children in 2017 who have additional needs, confirmed that the progress from their low starting points was, in fact, good.

- Pupils' rates of progress in reading and mathematics have recently improved so that, in 2017, they were in line with the national average.
- The proportion of pupils meeting the required standard in the Year 1 phonics screening check improved in 2017 so that it was in line with the national average.

Early years provision

Good

- Early years provision is good because leaders and staff have a clear understanding of the strengths and weaknesses in the setting.
- They are skilled at accurately assessing children's attainment on entry. This enables them to plan purposeful activities and the next steps for children's learning.
- Children enter the early years with skills well below those typical for their age. As a result of good teaching, they make consistently good progress from their low starting points, so that by the end of the early years foundation stage the proportion of children attaining a good level of development is typically just below the national average.
- Safeguarding in the early years is effective. The required policies and procedures are in place; the indoor and outdoor areas are safe and secure. Staff provide a kind and sensitive level of care for children, comforting and supporting them when minor mishaps occur and encouraging them to learn how to resolve their differences independently.
- Early years staff plan and provide a wide range of interesting and imaginative activities to promote children's development across all areas of learning. Staff interact well with children and are particularly effective in promoting language development.
- Early years staff liaise effectively with local pre-school providers. As a result, children make a smooth transition into the Reception classes.
- Strong systems are in place to promote effective partnerships with parents and carers. Children's achievements are shared and celebrated between home and school. Parents speak highly of the care and support that their children receive.
- Home-school relationships are further strengthened through regular, well-attended activities such as termly workshops, open phonics sessions and 'robot-building with dads'.
- Attendance in the early years is good and any concerns are quickly reported to the welfare officer.
- Children behave well and respond well to routines because staff have established high expectations of children's conduct. It is clear to see that children in the early years enjoy school, have positive relationships with staff and are keen to do their best.
- Leaders use the additional funding for disadvantaged children to purchase resources and subsidise events. However, they have not evaluated the impact of this spending against children's outcomes. Nevertheless, disadvantaged children are supported well and make good progress from their starting points.

School details

Unique reference number	120509
Local authority	Lincolnshire
Inspection number	10037597

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Lynne Newbrook
Headteacher	Adrian Jones
Telephone number	01522 688328
Website	www.lesliemanser.lincs.sch.uk
Email address	adrian.jones@lesliemanser.lincs.sch.uk
Date of previous inspection	22–23 January 2013

Information about this school

- Leslie Manser Primary school is an average-sized primary school.
- The school meets requirements on the publication of specified information on its website.
- The large majority of pupils are of White British heritage. The proportions of pupils from minority ethnic backgrounds or who speak English as an additional language are below those seen nationally.
- The proportion of disadvantaged pupils is slightly above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- In 2017, the school met the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in 17 lessons or part lessons, some jointly with the headteacher, across all classes. They looked at work in pupils' books covering a range of subjects, abilities and year groups.
- Inspectors met with the headteacher, the senior leadership team, leaders with responsibility for early years and for English, other teachers and support staff.
- The lead inspector met with members of the governing body, including the chair, and held a telephone conversation with a representative from the local authority.
- Inspectors met with a group of pupils and considered the views of pupils who responded to the pupils' survey. They also spoke informally with pupils during lessons, lunchtimes and breaktimes.
- Inspectors met with groups of staff and considered the views of those who responded to the staff survey.
- Inspectors spoke with parents at the beginning of the school day. They also considered the 61 responses from Ofsted's online survey, Parent View.
- Inspectors considered a wide range of documentation, including the school development plan and self-evaluation summary, minutes of governors' meetings, the school's current information on pupils' progress and achievement, attendance records and documents pertaining to safeguarding.

Inspection team

Christine Watkins, lead inspector	Her Majesty's Inspector
Aune Turkson-Jones	Ofsted Inspector
Joanna Hall	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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