

Lillington Primary School

Cubbington Road, Lillington, Leamington Spa, Warwickshire CV32 7AG

Inspection dates

26–27 March 2019

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

Summary of key findings for parents and pupils

This is an inadequate school

- A lack of consistent and effective leadership has led to a decline in the quality of education. The governing body and the senior leadership team have not worked as a cohesive team.
- In 2018, senior leaders had to step up to lead the school for long periods. With the serious weaknesses in the school, this placed significant strain on leaders' capacity.
- The governing body's challenge has not uncovered the extent of the weaknesses.
- Leaders and staff have not had good-quality training, guidance and direction. This has coincided with high turnover of staff in recent years. There is too much weak teaching.
- Outcomes are variable. In some year groups, attainment is extremely low and pupils lack the basic skills in mathematics and writing. Disadvantaged pupils do not achieve well.
- Many pupils do not feel safe at lunchtime, because of poor behaviour and physical incidents. The quality of supervision and follow-up of incidents at social times is weak.
- The governing body and senior leaders have not had oversight of risk assessments or the pre-appointment checks of staff.
- Where teaching is weak, subject knowledge is not secure and assessment is not used well to develop pupils' understanding.
- Evaluation of the impact of the physical education (PE) and sports premium and the pupil premium is not effective.
- The number of fixed-term exclusions is high. The systems for analysing behaviour and alleged bullying incidents are not effective.
- Too many pupils with complex needs are withdrawn from class on a regular basis.
- Leaders do not have a good oversight of the provision for pupils with special educational needs and/or disabilities (SEND).
- The curriculum does not develop pupils' skills, knowledge and understanding consistently well across the broad range of foundation subjects.
- Due to a lack of leadership and weak provision in the Nursery, early years is inadequate.

The school has the following strengths

- New interim leaders in the last few months have brought greater direction and purpose.
- The teaching of phonics and reading is helping children to read with increasing success.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Rapidly improve the quality of teaching and raise pupils' attainment by:
 - ensuring that work is matched well to pupils' abilities, particularly for those with SEND and pupils of lower ability and higher ability
 - making sure that staff make good use of assessment during lessons to clarify learning for pupils who do not understand, or to provide more challenge
 - improving teachers' subject knowledge in mathematics, so that their teaching promotes pupils' deep understanding of mathematical concepts
 - ensuring that pupils are supported to apply their skills in handwriting, grammar and punctuation consistently and accurately in their writing
 - providing high-quality individual support for staff, where teaching is weak.
- Improve the impact of leadership and governance by:
 - developing a more effective level of challenge from governors, particularly in relation to the quality of teaching and pupils' outcomes
 - evaluating the impact of pupil premium funding so that future spending decisions are targeted more precisely and raise attainment for disadvantaged pupils
 - making sure that the PE and sport premium is spent appropriately and fully to improve the quality of provision and opportunities for pupils
 - monitoring and evaluating the impact of support provided for pupils with SEND
 - putting in place training for staff so that they can better support pupils with SEND
 - ensuring that pupils with complex needs receive a sufficiently broad and balanced education and are well prepared for secondary school
 - providing clear responsibilities and direction to all senior and middle leaders
 - making sure that improvement plans have precise timescales for actions
 - further developing the curriculum so that it deepens pupils' knowledge and understanding across the foundation subjects.
- Provide more robust safeguarding arrangements by:
 - ensuring that pupils are supervised safely and effectively at social times
 - making sure that pre-appointment checks of staff are overseen by governors and senior leaders
 - reviewing and monitoring risk assessments related to fire and site safety.

- Improve behaviour and reduce the amount of fixed-term exclusions by:
 - continuing to embed the new behaviour policy
 - develop more effective systems to monitor and evaluate incidents related to behaviour and bullying
 - urgently addressing the poor behaviour of some pupils at social times.
- Develop the quality of provision and raise attainment in the early years by:
 - urgently addressing the quality of teaching and children’s experiences in the Nursery
 - making sure that adults are deployed to have the fullest impact on children’s learning
 - ensuring that activities planned for children provide an effective level of challenge and motivation, particularly for boys.

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

An external review of the school’s use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The school has lost its way since the previous inspection. Leaders and governors have not had a clear and effective strategy to improve teaching, outcomes and behaviour. Due to unforeseen circumstances, the deputy headteacher had to lead the school for quite long periods in 2018. Uncertainty and instability in leadership have put a strain on capacity. Weaknesses in the school have either remained or deteriorated further.
- The governing body and senior leaders have not worked cohesively to get the best for pupils. A historic breakdown in working relationships and communication has had a negative impact on the progress that the school has been able to make.
- Senior and middle leaders have not received good enough support to carry out their roles effectively. This is typified by some senior leaders not receiving appraisal meetings at the start of this academic year. Other leaders have not had their responsibilities clearly defined or the training required to make a success of their roles. Consequently, the clarity and effectiveness of leadership have been weakened.
- Two interim headteachers shared the leadership of the school from January 2019. This has brought about more direction and consistency to some systems. Several senior leaders and staff said that they have appreciated an improved sense of purpose. The interim headteachers were a temporary arrangement and their role ceased a few weeks before the inspection.
- Over time, leaders and governors have not had an accurate enough understanding of the weaknesses in the quality of teaching and pupils' outcomes. In recent months, governors and senior leaders have developed a better understanding of the extent of the weaknesses. The school's current self-evaluation accurately identifies the issues in leadership and the overall effectiveness of the school.
- Improvement plans either have not been in place or have not been fit for purpose. Recently, leaders have developed rapid actions plans (RAPs). These show an awareness of most of the issues that need to be dealt with. However, it is too early these for new plans to demonstrate any impact and they do not have precise enough timescales to highlight when actions will take place.
- The quality of leadership in the early years is not strong. Leaders have not taken enough action to address the weaknesses in the Nursery.
- The pupil premium has not been used effectively to raise achievement for disadvantaged pupils. Leaders and governors do not have a precise enough understanding of the impact of the strategies that have been put in place. Weak teaching has left too many disadvantaged pupils without the basic skills that they need.
- Systems to analyse behaviour and bullying incidents are not fit for purpose. Leaders do not have an efficient way of identifying trends in incidents, so they cannot respond proactively and precisely. Fixed-term exclusions have been extremely high in recent years. There is no bullying log in place, which makes it difficult for leaders to analyse founded or unfounded incidents of bullying.
- While the impact of senior and middle leaders has not been good enough overall, there

have been some isolated successes. For example, the approaches to the teaching of reading have been implemented more consistently than other initiatives.

- The provision for pupils with SEND is not effective enough. The special educational needs coordinator (SENCo) is appropriately experienced and qualified. Effective systems have been put in place to accurately identify pupils who need to be placed on the register. However, there is not a good enough understanding of the impact of the support that is in place for this group of pupils. Staff have not received sufficient guidance on how to support these pupils effectively in the classroom.
- Leaders have started to consider their curriculum vision. A plan is in place which sets out the content for pupils to learn across different subjects. Pupils enjoy learning in subjects such as art and science. Teachers ensure that pupils develop longer pieces of writing in different subjects. The curriculum is not fully embedded, and pupils' knowledge and understanding do not develop as well as they should across the full range of foundation subjects.
- The PE and sport premium has not been used effectively. Last academic year, most of the funding was used for capital projects. According to the government's guidelines, the funding cannot be used for this purpose. Very little funding has been spent this academic year. The PE leader has a clear plan, but the funding has not been released to put actions in place. As a result, pupils are missing out on opportunities. There has been little focus on using the funding to develop staff's confidence to teach PE lessons. Pupils are enjoying some of the sports clubs on offer and there has been success in local sports competitions.

Governance of the school

- The governing body has not provided enough challenge to leaders regarding the quality of teaching, behaviour and the school's own assessment information. Sometimes, leaders' evaluation of teaching has been over-generous, yet governors have failed to recognise this.
- Minutes of governors' meetings show that end-of-key-stage statutory performance data has been challenged more effectively by governors. However, in this academic year governors are yet to scrutinise the school's internal assessment information. This has led to a lack of awareness of the low attainment in some year groups.
- Governors and senior leaders have not worked as a cohesive team. Working relationships have not been as effective as they should be.
- The new interim chair of governors has quickly established the extent of the issues and is focused on making the necessary improvements. She has an accurate and honest view of where governance has failed in the past and where members need to be more robust in the future.
- The governing body has not ensured that the impact of funding for pupil premium and PE and sport premium has been evaluated with sufficient rigour.

Safeguarding

- The arrangements for safeguarding are not effective.
- The quality of supervision at social times is not good enough. A lot of pupils do not feel safe outside, and they are justified in feeling that way. Poor behaviour and physical incidents are not picked up quickly or seriously enough. Staff on duty are not receiving the support that they need to keep pupils safe.
- Leaders and governors have not had a robust approach to health and safety. A recent local authority audit showed that site risk assessments were not fit for purpose and there was no fire risk assessment in place. General site risk assessments are yet to be updated, but the fire risk assessment has now been completed.
- The pre-appointment checks of staff have not had sufficient oversight from senior leaders or governors. For a year, nobody has monitored whether the checks are being carried out effectively. Furthermore, the member of staff managing the checks has not had any formal training or guidance. During the inspection, gaps were identified in the records, but these were rectified before the end of the inspection.
- The designated safeguarding leads have ensured that child-protection arrangements are managed well. Leaders put in place a range of training opportunities for staff. As a result, staff are clear on their responsibilities and report child-protection concerns quickly. Designated leads follow up concerns thoroughly and appropriately. Referrals are done in a timely manner. A relatively high number of pupils and families receive external support. Leaders manage this caseload well and are not afraid to escalate concerns if they do not feel that families are receiving appropriate support.
- Pupils have a good understanding of safety. They are clear about the definition of bullying and understand the importance of telling an adult when they do not feel safe. Leaders use assemblies and curriculum time to teach pupils about dangers that they may come across in life. Pupils understand how to stay safe on the internet.

Quality of teaching, learning and assessment

Inadequate

- There is too much weak teaching in the school. There has been a lot of staff change in recent years and, during this period, staff have not received good enough guidance and training to help them to improve their teaching. Too many pupils are moving through school with significant gaps in their knowledge and understanding.
- Weaker teaching in the school is characterised by poor use of assessment information. Sometimes, work planned for pupils does not take sufficient account of their prior understanding. Furthermore, teachers do not intervene quickly enough during lessons to adapt learning to meet pupils' needs. One consequence of this weak assessment practice is that sometimes pupils are not challenged, particularly the most able. A further consequence is that some pupils do not get the help they need when they are finding work difficult.
- New initiatives have been put in place to improve teaching. The success of these strategies varies. For example, over the last few years there have been several changes to the way that mathematics is taught. Other new strategies are in the early stages of implementation and it is too soon to say if they are having the desired

impact.

- The teaching of mathematics is a significant weakness, because staff's subject knowledge is not strong enough. Teachers do not teach key mathematical concepts precisely enough, so pupils do not develop a depth of understanding. Too many pupils are left confused and lacking the confidence to succeed in the subject.
- Many pupils lack the technical writing skills to be successful. Pupils' handwriting, punctuation, grammar and spelling are not applied accurately to their writing. Teachers have ensured that pupils have regular opportunities to write at length in different subjects. A new approach to teaching writing focuses on pupils talking and verbally rehearsing their ideas before writing. This has helped pupils to develop more detail in their writing.
- There are a few examples of more effective teaching, and where this occurs pupils' progress is stronger, as shown in their books. In these cases, work is better matched to pupils' ability and clear explanations are given to pupils on how they can be successful in their learning. This stronger practice is yet to be shared more widely.
- A growing culture for reading is developing across the school. Teachers use whole-class texts successfully to capture pupils' interest in age-appropriate novels. Most of the follow-up tasks are appropriate and help to deepen pupils' understanding of the texts. There has also been a concerted and generally successful effort to develop pupils' reading fluency.
- The teaching of phonics in Year 1 is effective. Staff use their good subject knowledge to help pupils to learn new sounds. Pupils are given a positive start to reading in this part of the school.
- Pupils in the resource provision are receiving an appropriate education. Staff plan suitable work and sensitively support pupils' individual needs.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- During the inspection, a significant proportion of pupils shared that they do not feel safe at social times. Some also commented that they do not have the confidence that some lunchtime staff will take pupils' concerns seriously. They are justified in their views, because supervision and follow up of incidents are not good enough. These issues are undoubtedly having a negative impact on some pupils' experience at school.
- Inspectors did not have concerns that there is a widespread bullying issue in the school. However, leaders' weak analysis of potential bullying incidents, coupled with poor supervision at social times, leaves pupils vulnerable to bullying going unnoticed. Nearly half of the parents who completed Ofsted's online survey, Parent View, do not feel that the school deals effectively with bullying.
- A growing number of pupils are being taken out of the classroom and are missing out on a broad and balanced education. Some groups of pupils in Year 6 are currently being taught by support staff and a relatively high number of pupils are in nurture provision for a significant part of the week. Sometimes, the quality of the provision for

these pupils is not strong enough. While some pupils do require additional support for their social and emotional development, it is sometimes to the detriment of their academic progress. Too many pupils miss out on school due to part-time timetables and the high number of fixed-term exclusions.

- Pupils enjoy the different extra-curricular opportunities that they receive, particularly after school. During conversations with inspectors, pupils talked of how much they enjoy clubs such as choir, gardening, netball and football.
- Leaders and staff have done some positive work regarding values and learning behaviours with pupils. Pupils spoke knowledgeably about the importance of trying to be reflective, responsible, resilient and respectful. While pupils generally have positive attitudes to learning, there are some who lack the confidence needed to succeed.

Behaviour

- The behaviour of pupils is inadequate.
- The number of fixed-term exclusions has been extremely high over the last few years. For example, there were 74 last academic year, which was well above the national average. Fixed-term exclusions have continued to be high this academic year but do show signs of reducing during this spring term.
- Leaders have lacked a clear strategy to improve behaviour and the behaviour policy has not been implemented well over time. Half of the staff who completed Ofsted's staff survey do not feel that they are supported to manage behaviour well. The behaviour policy has now been rewritten and pupils have an effective understanding of the rewards and sanctions. Some pupils reported that they feel behaviour has improved recently.
- Leaders and staff do not do enough to ensure that pupils' conduct is appropriate at lunchtime. Some pupils are overly physical and show a lack of respect for others. Behaviour in lessons is much better than at social times. Staff generally have positive relationships with pupils and help to keep them on track during lessons.
- There is a high number of pupils who have complex behavioural needs. Sometimes pupils join the school having had exclusions from their previous school. Leaders shared several examples where support put in place has improved the behaviour of some pupils.
- Pupils who attend the resource provision are doing well in the setting. Due to staff's positive relationships and strategies of support, pupils generally manage their feelings and behaviours well.
- Historically, pupils' attendance has been positive and close to the national average. Absence is followed up quickly and sensitively with parents. So far this academic year, overall absence has declined slightly.

Outcomes for pupils

Inadequate

- Results in national assessments, work in pupils' books and the school's assessment information demonstrate that attainment is too low and pupils' progress is weak. Gaps that pupils develop in their learning through weak teaching are not being addressed

quickly enough.

- The proportion of pupils who achieved the expected standard in mathematics and writing at the end of key stage 2 was low compared to the national average in 2018. This weak picture is also reflected in the current Year 6 cohort, where attainment is low. Too many pupils have been negatively affected by weak teaching earlier on in key stage 2.
- Pupils' progress in writing remains poor across the school, because too many pupils struggle to apply their grammar, punctuation and spelling skills in their writing. The proportion of pupils attaining the expected standard at the end of key stage 2 grammar, punctuation and spelling test has also been low for two years.
- Reading attainment was generally a positive picture at the end of key stage 1 and 2 in 2018. While approaches to the teaching of reading have helped to improve attainment, there are still some year groups where reading attainment is still not as high as it should be.
- The most able pupils are not challenged consistently. In most subjects at the end of key stage 1 and 2, the proportion of pupils attaining standards higher than expected for their age is often below the national average.
- Effective phonics teaching has helped to improve the proportion of pupils who achieved the expected standard in the Year 1 phonics screening check. In 2016, the proportion was well below the national average, but in the last two years it has risen close to the national average.
- Disadvantaged pupils do not progress as well as they should. These pupils do not experience strong enough teaching to succeed. Additional support is not effective or targeted enough. Very few disadvantaged pupils attain standards that are higher than is expected for their age.
- Pupils with SEND do not receive the support that they need in class or through additional support. As a result, their progress is not strong and they are being insufficiently prepared for their next stage of education.
- Due to the positive teaching that they receive, the small number of pupils in the resource provision make good progress across the range of subjects that they study.

Early years provision

Inadequate

- Leaders have not done enough to stabilise the quality of provision in the Nursery. There is a lack of effective leadership and consistent staffing. The more promising start the children receive in the two-year-old setting is wasted. Staff are not deployed effectively, and learning fails to engage or challenge children. Too many children do not have their needs met and make weak progress during their time in the setting.
- Leadership across the early years lacks coherence. The early years leader has not been given sufficient direction to carry out her role effectively. Senior leaders have tried to oversee the leadership of this phase of the school, but it is yet to have the impact required, especially in the Nursery. There is not a clear understanding of how well children are doing across the early years.
- Children do not achieve well. Their progress is not strong in Nursery and is not as good

as it should be during Reception. At the end of Reception, the proportion of children attaining a good level of development was well below the national average in 2018.

- In contrast, the two-year-old provision is strong. Staff are well organised and activities are often purposeful and stimulating. As a result, children are happy and settled and make good progress.
- Children are generally settled and happy in Reception. They spoke enthusiastically to inspectors about their 'Jack and the Beanstalk' topic and the learning that had been taking place. When activities are focused and adults ask good questions, children progress effectively. For example, during the inspection an adult helped to deepen children's understanding of how to mix different paints to make certain colours for their painting. However, sometimes the activities set up and the quality of adult support do not provide sufficient challenge. At times, too many children wander around the setting lacking purpose. This is particularly the case for boys.
- Leaders and staff have worked well to develop a partnership with parents. They have been invited to join in their child's learning at school, and these events have generally been well attended.
- Leaders have ensured that the statutory welfare requirements have been met.

School details

Unique reference number	130869
Local authority	Warwickshire
Inspection number	10058473

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Mrs Safiyya Sheikh Madar
Headteacher	No headteacher at the time of inspection
Telephone number	01926 425114
Website	www.lillingtonschool.org/
Email address	admin@lillingtonschool.org
Date of previous inspection	18–19 October 2016

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium funding is well above the national average.
- A large majority of pupils come from a White British background.
- The proportion of pupils who speak English as an additional language is similar to the national average.
- The proportion of pupils with SEND is above the national average.
- The previous headteacher left the school in December 2018. From January 2019 to a few weeks before the inspection, two interim headteachers shared the leadership of the school. During the inspection, the deputy headteacher took responsibility for the day-to-day running of the school. A full-time interim headteacher was set to start in the week after the inspection while a new permanent headteacher is recruited.

- A new chair of governors started in the autumn term, but stepped down relatively quickly. A long-standing governor is currently interim chair of governors.
- The school has a resource provision to support pupils with their social, emotional and mental health. Three pupils attend this provision on a full-time basis and places are commissioned by the local authority. A new lead teacher started working in the setting in October 2018.

Information about this inspection

- The inspectors observed pupils' learning in 35 lessons or parts of lessons. A number of these observations were undertaken jointly with senior leaders.
- The inspectors scrutinised work in pupils' books and listened to pupils read. They met with three groups of pupils to gain their views of the school. The inspectors observed pupils' behaviour at social times and at the end of the school day, as well as in lessons.
- Meetings were held with the deputy headteacher and other senior and middle leaders. The lead inspector met with two members of the governing body. He also met with the two representatives of the local authority.
- The inspectors looked at a range of documents. These included assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, records of how teaching is monitored and the school's improvement plans.
- Inspectors evaluated 29 responses to Ofsted's online survey, Parent View. Inspectors considered 26 free text responses from parents. They also talked to parents at the start of the school day.
- Inspectors evaluated 22 responses to Ofsted's survey for staff.

Inspection team

Matt Meckin, lead inspector	Her Majesty's Inspector
Marie Conway	Ofsted Inspector
Tracy Stone	Ofsted Inspector

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