

# Inspection of Leys Farm Junior School

Park Avenue, Bottesford, Scunthorpe, Lincolnshire DN17 2PB

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Inspection dates: 19 and 20 April 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy attending Leys Farm Junior School. They say that it is like one big family. Pupils feel listened to and valued. Staff provide a warm and welcoming learning environment. Relationships between staff and pupils are positive, respectful and trusting. Pupils want to try their best to do well. Since the new headteacher took up post, leaders have increased their expectations of what pupils at this school can achieve.

Pupils feel safe at school. They know which actions constitute bullying. They are not concerned about bullying happening at Leys Farm. Pupils share their thoughts, feelings and any worries that they may have with staff during 'bubble time'. This time helps pupils focus and be ready to learn in lessons.

Pupils are proud of the roles and responsibilities that they have, such as school councillors, sport leaders or playground buddies. Pupils enjoy attending after-school clubs or educational visits. They recently visited other local schools to participate in science, technology, engineering and mathematics events.

Pupils play together cooperatively at social times. If disagreements happen, staff support pupils to discuss what has happened and make suggestions as to how to put things right.

## **What does the school do well and what does it need to do better?**

Leaders have made reading a priority. They have taken rapid action during the last year, to improve the reading curriculum for all pupils. Leaders have implemented a phonics programme for pupils in Year 3. This programme is also used to support pupils in other year groups who are at risk of falling behind in their reading. This means that those pupils who need to catch up with their peers, quickly do so. Pupils enjoy the books that teachers read to them. These are carefully chosen to ensure that pupils access a wide range of different texts. Teachers use skilful questioning to ensure that pupils understand what is being read to them. Pupils have daily opportunities to learn and use a wide range of reading skills.

Leaders have developed the curriculum to make it more ambitious for pupils. In many subjects, subject leaders have improved the curriculum offer for pupils. Teachers check carefully to make sure that pupils remember what they have been taught. For some other subjects, such as art and design, this work is still in its infancy. In these subjects, it is not consistently clear which essential knowledge pupils should learn.

Most pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. However, in some subjects including mathematics, pupils with SEND are not as well supported or prepared for the learning as they

could be. Where this is the case, pupils are not consistently clear about what they need to do. Then, they quickly lose focus.

Pupils at Leys Farm Junior School, including pupils with SEND, are proud to make a difference. They have many opportunities to develop leadership roles. Pupils value the work of the school council. They have recently benefited from new playground markings and a talent show arranged by their peers. Playground buddies are always on hand if pupils are feeling lonely or have no one to play with. Pupils take their role as subject ambassadors very seriously. They enjoy sharing their knowledge and passion for their subject with others.

Pupils learn about British values well. They are tolerant of others. Pupils have an exceptional understanding of differences. They are patient with their peers who may have additional needs or require extra help. Pupils understand that everyone is allowed to be different, and everyone has a voice to be heard. Pupils acknowledge and openly discuss different types of family unit. They have a mature understanding. Pupils talk confidently about a family being any group where you are loved.

Members of the governing body understand their roles and responsibilities. They play an active part in school life. Governors make sure that they have the right knowledge and skills to be able to support and challenge the school. Staff, including those new in their teaching career, feel very well supported by leaders. Staff say that workload and well-being are of high priority from those in leadership positions. Members of the small staff team support each other well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know their pupils and families well. They ensure that staff training is regular and relevant to the needs of the community. Staff know how to recognise pupils who may need additional support. Staff report their concerns in a timely manner. Robust records of incidents and the actions taken in response are in place. Leaders are rigorous in their checking of pupils who may be at risk from harm. Staff make all necessary checks when pupils move on to other schools. This includes a thorough follow up of pupils who move to attend schools overseas.

The curriculum helps pupils to stay safe, including when they are using the internet. Leaders arrange for external visitors to work with pupils, such as local police community support officers. This helps to broaden their understanding of how to keep safe.

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

### (Information for the school and appropriate authority)

- In some subjects, such as art and design, the essential knowledge that pupils should learn is not clearly identified. In these subjects, pupils do not build on what they already know as well as they could. Leaders should ensure that the knowledge that pupils should learn is clearly identified in all subjects.
- In some subjects, including mathematics, some pupils with SEND are not supported to access the curriculum as well as they could be. As a result, they can lose their focus on learning. Leaders and teachers should ensure that the needs of pupils with SEND are carefully considered and planned for in all subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	117771
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10255663
<b>Type of school</b>	Junior School
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Tipler
<b>Headteacher</b>	Sally Thomas
<b>Website</b>	<a href="http://www.leysfarm.org.uk">www.leysfarm.org.uk</a>
<b>Date of previous inspection</b>	21 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The school has a breakfast club.
- The school uses one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors checked the school's safeguarding policies, procedures and single central record. Inspectors met with leaders, staff and pupils to evaluate the effectiveness of safeguarding.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors visited a sample of lessons, discussed the curriculum with subject leaders, spoke to teachers and pupils and reviewed samples of pupil's work.
- During the inspection, the lead inspector spoke with representatives from the governing body and North Lincolnshire Local Authority.
- The inspectors considered the responses to Ofsted Parent View, Ofsted's online questionnaire, and the free-text comments. The inspectors also considered the responses to the staff and pupil surveys.

### **Inspection team**

Sarah Gordon, lead inspector

His Majesty's Inspector

Angela Spencer-Brooke

Ofsted Inspector

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