



# Leighterton Primary School

## Inspection Report

**Unique Reference Number** 115507  
**LEA** Gloucestershire  
**Inspection number** 279611  
**Inspection dates** 11 July 2006 to 11 July 2006  
**Reporting inspector** Martin Cole AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Leighterton
<b>School category</b>	Community		Tetbury
<b>Age range of pupils</b>	4 to 11		Gloucestershire GL8 8UH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01666 890273
<b>Number on roll</b>	105	<b>Fax number</b>	01666 890273
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Fred Cowperthwaite
<b>Date of previous inspection</b>	11 April 2000	<b>Headteacher</b>	Mrs Jenny Kiss

Age group	Inspection dates	Inspection number
4 to 11	11 July 2006 - 11 July 2006	279611

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This small primary school serves a rural area with favourable social and economic circumstances. The school's assessments show that children start at the school with attainment which is a little above average. Almost all pupils are White British. An average proportion of pupils have learning difficulties.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school that has some outstanding features, and it provides good value for money. This is also the school's own view. Good, challenging teaching, which is sometimes of outstanding quality, promotes good progress that paves the way for pupils to leave the school with exceptionally high academic standards. The standard of pupils' personal development is equally high. Right from the Reception class, where the quality of provision and standards are good, pupils develop very responsible attitudes, high levels of independence and much self-confidence. Pupils' behaviour is exemplary and they greatly enjoy school. The combination of excellent academic attainment and outstanding personal qualities is preparing pupils extremely well for their future education and for later success in life and work. The lively curriculum and wealth of additional activities provided, together with the thorough care, guidance and support given to pupils, play an important part in pupils' development. The school's many praiseworthy features reflect the significant strength of the leadership, which has successfully committed itself to the maintenance of high standards over a substantial number of years. The school keeps a good general check on its own performance and plans for improvement with ambition. However, a newly improved system for keeping track of pupils' progress is not applied with sufficient rigour and there is some inconsistency in the progress pupils make from year to year in their writing. There are also variations in the quality of the procedures for setting targets for pupils to show them how to improve their work. Overall, the school has achieved a good level of improvement in what was already a very good school when previously inspected. The capacity for still further improvement is good.

### What the school should do to improve further

- Improve precision in the use of the new system for keeping track of pupils' progress and use the information gained to ensure that pupils make appropriate progress from year to year, particularly in writing.
- Ensure consistency in the quality of guidance for pupils on how to improve their work.

## Achievement and standards

### Grade: 2

Pupils achieve well. Pupils of all abilities make very good progress between starting at and leaving the school, when they meet and sometimes exceed the challenging targets set for them. Those who have learning difficulties or disabilities also make very good progress towards their individual targets. Pupils start their Reception year with attainment a little above average but end the year with clearly above-average standards reflecting the good progress they have made. Most pupils make good progress in Years 1 and 2 and pupils end Year 2 with generally above-average attainment. However, more able Year 2 pupils achieve less well in writing than might be expected. In Years 3 to 6, pupils make very good overall progress, despite some inconsistencies in the

rate of their progress in writing. The overall progress pupils made between the national tests they took in Year 2 and the tests they took in Year 6 in 2005 was exceptionally good and put the school in the top 5% of schools nationally. By the end of Year 6, standards are exceptionally high. This was shown by the school's overall results in national tests of English, mathematics and science in both 2004 and 2005. The recent 2006 test results of present Year 6 pupils also point to very good achievement and a significant improvement in science standards after a slight dip in 2005.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. In the ways lessons are taught and opportunities in school life provided, pupils are very successfully challenged and encouraged to take responsibility for their own learning and behaviour. Behaviour is excellent and attitudes most constructive. A rich curriculum, with very many exciting additional activities, the lively teaching and very good care of pupils result in the exceptional level of enjoyment of school that pupils show and express. Attendance is good.

Very good provision for spiritual, moral, social and cultural development helps pupils to reflect deeply on rights and wrongs and act accordingly. They develop a good understanding of their own and other cultures. Pupils value and respect others, work very well together and celebrate each other's achievements. Pupils say upsets or disagreements are rare and are quickly resolved by staff.

The school gives pupils a very good understanding of how to be healthy and safe. They translate this into practice, as illustrated by their very enthusiastic take-up of the multitude of opportunities the school provides for pupils to engage in exercise. Good opportunities to contribute constructively to the community and take responsibility are also very well used by pupils. The school is involving pupils well in the running of the school. The combination of pupils' very good academic achievement and their excellent personal qualities of confidence, independence and responsibility is preparing them extremely well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The teaching is very challenging and very successful in promoting pupils' willingness to learn. Pupils rise keenly to the tough challenges offered and believe in their ability to succeed. Sensitive guidance and full encouragement develop in pupils a very good capacity to work independently, think for themselves and solve their own problems. Pupils say that when they are not sure if they can do something, staff give them the confidence that they can and 'make us feel good about ourselves.' Teachers' imaginative planning makes lessons interesting and enjoyable and promotes pupils' enthusiastic response. Lessons are both very

purposeful and fun, with teachers and pupils often making appropriate use of humour. Pupils are attentive to what their teacher or classmates say and keen to express their own ideas. Careful checks on pupils' short-term progress ensure teachers plan tasks generally well matched to pupils' capabilities. Where pupils find difficulty in learning they receive good extra help, often through the close support for individuals or groups given by support staff. There is a wide range of suitable activities which provide pupils of higher ability with an appropriate level of challenge. However, some able younger pupils are not helped to achieve as highly in their writing as they could.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum provided for all pupils is good. It meets national requirements and is well adapted to meet the needs of individuals and groups. Pupils enjoy a rich and stimulating range of opportunities for learning. Good links between subjects enhance the interest and relevance of pupils' work. Programmes of work and support for pupils with learning difficulties are well designed. Skilful planning ensures that Reception children have a good range of experiences despite the lack of a designated outdoor play area for them. Plans are in place to provide such an area. There is a very good programme of personal, social and health education and citizenship which gives pupils a good awareness of how to be healthy, safe and responsible citizens. An excellent range of clubs, educational visits and links with other schools and the community greatly enriches pupils' experiences. Pupils say they much appreciate and enjoy these activities.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support of pupils are good. A strong ethos of care and concern for each other underpins all that the school does. This is backed up by rigorous procedures for ensuring pupils' safety and welfare. Pupils in all parts of the school say that they feel safe and valued. The school's arrangements for preventing and dealing with any incidents of bullying are effective. Pupils say they feel comfortable approaching staff for support and are confident their concerns will be resolved. A sound watch is kept on how well pupils are thriving academically and personally. Pupils who need extra help are quickly identified and full support given as necessary. Good use is made of such help as external agencies are able to offer. New processes of setting targets for pupils to aim at in their work are helping many to understand what they have to do to improve their work. However, some pupils are unclear about this, reflecting some inconsistency in the quality of this guidance.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher and senior staff are fully committed to providing pupils with a high quality education and to

helping pupils achieve the best they can. All staff work hard together in pursuit of these aims. The consistency of their approach is very well demonstrated by the outstanding quality and effectiveness of the provision for pupils' personal development. However, an exception to the consistency found in most of the school's practices is the variation in the quality of the procedures for setting targets for pupils. Much enterprise has been shown in developing strong partnerships with other schools and organisations in order to strengthen the resources at the school's disposal and enrich pupils' opportunities to learn and develop. The school keeps a good overall check on its performance. However, recently refined procedures for keeping track of pupils' progress from term to term are not yet used with sufficient rigour to allow early identification of progress that is slower than it should be, as with some pupils' writing. The school's good general understanding of its strengths and of how it can be still better forms the basis of carefully planned programmes of action for improvement. Governors contribute effectively to processes of school self-evaluation and planning, and good account is taken of parents' and pupils' views. Senior staff's commitment to improvement and the endeavour of all staff have led to good improvement since the previous inspection and minor weaknesses found at that time have been resolved.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

The inspectors who visited your school recently would like to say a big 'thank you' to you all. You were very friendly and we really enjoyed talking to you. Some of you told us how much you liked your school and we can see why. It is a good school. The adults in charge of the school are doing a good job.

We were impressed with your excellent behaviour and the way you try really hard with your work. You make good progress in your work and achieve some excellent results. You also get on very well with each other and with the adults. Many of you told us how much you enjoyed school. We saw this for ourselves when we came to some of your lessons. Your teachers make lessons interesting and fun and give you lots of help. They also work hard organising visits, after-school activities and other events to make school exciting for you. We also noticed that all the school staff look after you very well.

We have said that we think you are getting a good education. However, we have suggested some ways the school could help you learn even more. We are asking your teachers to keep a closer watch on your progress, particularly in writing. This is because we found that some of you do not always improve in your writing as quickly or smoothly as you might. Also, we would like the teachers to make sure that you always understand how you can improve your work. This is because we found that some of you were not clear how you can do better or did not fully remember or understand the targets your teachers had given you.

We wish you the very best for the future.

Yours sincerely,

M H Cole Lead inspector