



Leavesden Green JMI School

Inspection Report

Unique Reference Number 117324
LEA HERTFORDSHIRE LEA
Inspection number 280043
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Mr. David Jones LI

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

Type of school	Primary	School address	High Road
School category	Community		WD25 7qz
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01923674143
Number on roll	201	Fax number	01923680884
Appropriate authority	The governing body	Chair of governors	Mr.D Moore
Date of previous inspection	Not applicable	Headteacher	Mrs. Anne Cook

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors of Schools.

Description of the school

Leavesden JMI is a school of average size in Leavesden, near Watford, Hertfordshire. The local population represents a wide mix of social backgrounds. The proportion of pupils eligible for free school meals is average. Pupils are mostly of white British heritage, although there are some from minority ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities, including those with statements is average. Attainment on entry is below average. The school has been awarded Investors in People status and achieved Football Association Charter status in 2004. A new headteacher was appointed at the start of the school year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Leavesden School is providing a satisfactory standard of education for its pupils. The school has a number of strengths. Pupils make satisfactory and sometimes good progress; equality of opportunity is secure. Behaviour is good and relationships between pupils and between pupils and adults are also good. As a result attitudes to learning and personal development are good. Pupils are happy to come to school where they feel secure and well cared for. Attendance is close to the national average. The quality of education in the Foundation Stage is good. The school has made good progress since its last inspection; the quality of education and the standards achieved have improved. The school gives good value for money. The quality of teaching is satisfactory and occasionally good. Some lessons should be more challenging and the system of checking how well the pupils achieve is ineffective. The leadership and management of the school are satisfactory. Self evaluation systems are sound and have been developed rapidly. The role of subject leaders is underdeveloped because of the weaknesses in assessment procedures. The new headteacher has quickly identified what needs to be improved and has a clear agenda for change. The headteacher and the chair of governor's evaluation of the school are accurate; the school has demonstrated that it has the capacity to improve further.

What the school should do to improve further

- Seek greater consistency of pupil progress across Key Stage 2 by ensuring the school is able to track and use data more effectively. - Develop a robust assessment system that allows pupils' progress to be monitored. - Improve the quality of teaching by making lessons more challenging. - Improve attendance.

Achievement and standards

Grade: 3

Standards across the school have improved in the last three years. Seven-year olds reach average standards, although more able pupils do not achieve as well as they could, notably in writing. Older pupils of all abilities reach standards at or just above national expectations. Pupils made good progress over the last three years as shown by test results; this is particularly true in mathematics but also evident in English and science. However, the unverified results of the 2005 national tests indicate that progress is likely to be satisfactory in all core subjects. In lessons, progress in Key Stage 1 is satisfactory; however, progress in Key Stage 2 varies because the provision of challenging targets is inconsistent. Pupils with learning difficulties or disabilities make satisfactory progress overall. The school intake is changing, with an increased proportion of more able pupils in Years 1 to 4. Pupil mobility is increasing.

Personal development and well-being

Grade: 2

Behaviour in classrooms and around the school is good. This is a big improvement since the last inspection when the behaviour of a minority of older pupils was a concern. The staff provide good role models and celebrate good behaviour. The pupils' attitude to learning is good; most pupils enjoy learning. High expectations and the consistent approach to behaviour management have produced positive results. The development of good social skills begins in the Foundation Stage and is continued throughout the school. Provision for the pupils' spiritual, moral, social and cultural development is satisfactory. Assemblies are developed from moral, social and spiritual themes; opportunities for reflection and prayer are offered. Pupils are confident about expressing their views. Members of the school council make an active contribution to school decision-making, particularly in the areas of anti-bullying and promoting acceptable behaviour. Pupils have a good understanding of health issues. The school genuinely encourages healthy eating and the drinking of water to create good conditions for learning. The 'traffic light' dining room system of encouraging a balanced diet is popular with pupils. Pupils are fit and active. Physical activity has a high profile, both in the taught curriculum and in extra-curricular provision, with pupils participating in local sporting events. The school is actively involved in charitable fund-raising and community activities, developing links with other local schools. Attendance remains just below national expectations. Enhanced monitoring, first day contact with parents and support from the Education Welfare Officer, have produced a recent improvement in attendance which the school needs to sustain. There have been no exclusions in 2005.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall. The teaching seen during the inspection was stronger in the Foundation Stage to Year 4 than it was in Years 5 and 6. Outstanding teaching was seen in Year 4. In the best lessons, good use was made of open-ended questions which extended pupils' oral skills. The pace and challenge of the lessons engaged the pupils' attention and enabled them to make good progress. The provision for pupils with learning difficulties or disabilities is good. Teaching assistants often made valuable contributions to the lessons; they were well briefed and had clear roles when working with either groups or individuals. Strategies for managing the class were good. Most lessons were appropriately planned and focused on the pupils' learning needs; however, ineffective assessment procedures limited pupil progress. The teachers' subject knowledge was sound; lesson objectives were made clear at the outset and revisited at the end to gauge success. In lessons that were just satisfactory overall there were several areas for development. Some tasks lacked imagination, pace or challenge with the result that opportunities to develop discussion and higher level thinking were missed.

Curriculum and other activities

Grade: 3

The school provides access to all the required subjects of the National Curriculum. A significant proportion of the lesson time is given over to literacy and numeracy. This has been an important factor in raising standards but the time available for other subjects, such as history and geography, is limited and varies between year groups. This variation in the breadth of curriculum places limitations on the progress of some pupils. The structure of the school day is unbalanced with some ineffective short sessions. An extensive range of sporting, social and cultural clubs take place after school. Plans to develop the provision of an extended school day are well advanced.

Care, guidance and support

Grade: 2

Pupils are generally happy in school and feel that staff are caring and helpful if they have problems. The school uses a range of strategies, including circle time, to help pupils resolve any disagreements. Academic guidance is inconsistent as assessment and recording procedures are ineffective. Child protection procedures are in place; however, the headteacher has not had access to enhanced training. This situation requires rapid resolution.

Leadership and management

Grade: 3

Leadership and management are satisfactory. In the previous three years, standards in English, mathematics and science improved significantly and pupils made good progress in these subjects. The school has recently been through a turbulent period due to reorganisation of primary provision in the local area. Recent results have been close to the national average. The school's future is now secure and a new headteacher took up post at the start of the school year. She has quickly identified key areas for improvement, initiated a good programme of monitoring and evaluation and led the work on self-evaluation well. The role of the subject co-ordinators is underdeveloped because the use of data to track the progress of individual pupils remains ineffective; time is wasted in maintaining extensive manual records that are difficult to analyse. The provision for pupils with learning difficulties or disabilities is well managed. The school has conducted regular parental questionnaires; the recently initiated contact with the parents of absent pupils has helped to secure improved attendance. The parental questionnaires returned as part of this inspection were positive about the quality of education provided. The governance of the school is satisfactory; governors took an active role in supporting the school through the recent LEA review. In the last three years, most pupils have made above-average progress; the school gives good value for money.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for your help when we visited your school in September. We enjoyed meeting you and going into your classrooms and talking to you about your work. Everyone was very friendly and polite. Now we want to share with you what we thought about your school. These are the things we thought were good. - Your behaviour is good in lessons and at playtimes. You play well together in the playground and listen attentively to your teachers. - Your singing in assembly was lovely. - You told us that you enjoyed school and that if you have a problem there is someone in the school who will listen to you. You have good relationships with the adults in the school. We know everyone wants to do better and we have suggested a few things that we think will help. - We think you could be learning more in your lessons. We have asked the teachers to check regularly the progress you make. A few of you need to improve your attendance. - We want the headteacher, the teachers and the governors to make sure that your lessons are challenging and we think you need to ask how you can improve your work. It was very nice to meet you.