



# Leighfield Primary School

## Inspection Report

**Unique Reference Number** 120044  
**LEA** RUTLAND LEA  
**Inspection number** 280718  
**Inspection dates** 1 December 2005 to 2 December 2005  
**Reporting inspector** Mrs. Pat Cox LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Newtown Road
<b>School category</b>	Foundation		LE15 9TS
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01572 823489
<b>Number on roll</b>	238	<b>Fax number</b>	01572823459
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Tony Wilkes
<b>Date of previous inspection</b>	20 November 2000	<b>Headteacher</b>	Mr. Paul Clarricoates

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 1 December 2005 - 2 December 2005	<b>Inspection number</b> 280718
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Leighfield School has 240 pupils, almost all of whom are of White British heritage and none are at an early stage of learning English. The proportion of pupils who are entitled to free school meals is low, reflecting the largely favourable circumstances of their families. The proportion identified as having learning or behavioural difficulties is also below the national average, and no pupils have a statement of special educational needs. Attainment on entry to the school is largely above, and sometimes well above, the level expected. More pupils than usual leave or join the school at other times than at the beginning of the reception year.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Leighfield knows itself to be an effective school, which provides good value for money, having maintained its strengths since the previous inspection. Parents and pupils are rightly proud of their school. The reception class provides the children with a favourable start and the pupils build well on this foundation through the rest of the school. Consequently, standards are well above those expected in English, mathematics and science at the end of Years 2 and 6. However, standards are below those expected in information and communication technology (ICT) and pupils' skills in conducting scientific investigations are only satisfactory. Teaching is good, building well on what the pupils already know, and ensuring that the more able and those with learning difficulties reach the standards of which they are capable. The curriculum is satisfactory and there is a very good range of activities outside the school day. However, the teaching time at Key Stage 2 is below the recommended time and therefore some subjects do not receive sufficient emphasis. The provision for the pupils' spiritual, moral, social and cultural development is outstanding and, as a result, they behave well and have terrific attitudes to school. Attendance and punctuality are excellent. The school cares exceptionally well for the pupils' health and well-being but does not always give them sufficient information about how well they are doing or what they need to do to improve. Leadership and management are good: the headteacher and senior management team are an effective group who are firmly focused on maintaining high standards. They have a clear understanding of the school's strengths and almost all areas where improvement is needed. Consequently, there is good capacity to improve.

### **What the school should do to improve further**

- Continue the work already started in information and communication technology to ensure that pupils reach the standards of which they are capable. - Ensure that the teaching time at Key Stage 2 meets the recommended level and that the curriculum has sufficient balance to give a thorough experience in all subjects. - Further develop the opportunities for the pupils to plan their own work, carry out investigations, evaluate the progress they have made and set targets for further learning.

## **Achievement and standards**

### **Grade: 2**

Results of the national tests have been well above the national average in English, mathematics and science at the end of Years 2 and 6 for most years. They were particularly high in 2003 but dipped at both key stages in 2004, although they remained high compared to national standards. The pupils in Year 6 in 2004 had made satisfactory progress since they took the tests in Year 2. Because the school recognised the decline and took appropriate action, results rose again in 2005. The pupils in Year 6 in 2005 had made good progress during Key Stage 2. Achievement is good throughout the school. The children in reception make secure progress and almost all meet or exceed

the standards expected of them when they reach Year 1. Overall, the pupils are making good progress in English, mathematics and science through the school so that attainment at the end of Years 2 and 6 is well above that expected. However, pupils' skills in conducting practical scientific investigations are no better than satisfactory, because they do not have sufficient opportunities to plan their own work. Attainment in ICT is lower than expected because the school has not had adequate facilities until recently. Nevertheless, standards are already rising. Standards in some other subjects, although similar to those in other schools, are not as high as they could be because they are not given sufficient time or emphasis.

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

### **Grade: 1**

Pupils' personal development and well being are outstanding. Pupils are delighted with their school and are very enthusiastic about the exciting opportunities available to them. Their attendance is excellent. They behave well in lessons, at lunch and at playtime and get on very well with each other. They feel safe and say that if they have a problem there is always a teacher they can turn to and it 'makes you feel secure.' The school has worked well with pupils to promote healthy lifestyles and this is very evident in the healthy hot food served at lunch. This is one of many occasions when the older pupils are given positions of responsibility and eat with, and care for, the younger ones. A number of Year 6 pupils have become primary sports leaders and road safety officers. This adds to their feeling of being valued by the school, as does the fact that the school takes their views seriously and is prepared to consider changes that will improve the school for them. Overall, provision for spiritual, moral, social and cultural development is outstanding, with pupils having a very good understanding of, and a desire to help, those who do not have the opportunities in life that they have. The fascinating enterprise initiative developed in partnership with a local firm has given meaning to the pupils' learning and helped them to develop their economic well-being effectively.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. The staff in the reception class have a clear understanding of the needs of these young children. Pupils throughout the school say that, in many lessons, work is fun, interesting and rewarding. Their learning environment is often stimulating with vibrant and imaginative presentations of pupils' work. Teachers plan lessons carefully and work builds on from earlier learning. They make it clear to pupils what they are expected to learn and review this at the end of the lesson. Pupils enjoy lessons more when they are 'learning by doing' and when there are a lot of different tasks for them. This was the case in a Year 2 mathematics lesson when pupils were challenged and interested in variety of activities they were given to help them understand time. Opportunities for independent learning are adequate but are not

offered consistently by all teachers and there is an over-dependence on worksheets. The pupils take pride in the neat presentation of their work. Homework is a strong feature and is significant in the good progress pupils make. Behaviour is almost always good but pupils become restless when the pace of the lesson slows. Where they have targets pupils are motivated to try harder to achieve them and make faster progress but this process is at an early stage. Pupils like assessing their own progress and it encourages them to think about how much they are learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory; there is good coverage of English and mathematics and pupils appreciate the extra time allocated to physical education and the sporting choices open to them. However, the amount of time the pupils at Key Stage 2 are taught each day does not meet the recommendations and the time given to the range of subjects is uneven. Provision for ICT has improved and it is used adequately across subjects. An interesting and relevant programme of personal, social and health education contributes successfully to pupils' understanding of citizenship and informs them about important life style issues. There is well structured provision for pupils who have particular learning needs and booster classes run weekly to enable all pupils to achieve their potential. The school offers a very good programme of enrichment activities including the school orchestra, regular drama productions and a very successful residential visit to Scarborough. These have added significantly to their learning in school and also exposed them to new learning experiences.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good with the school showing very high standards of care for pupils' health and wellbeing. All staff know and understand the child protection arrangements and health and safety procedures are fully in place. Pupils say there is no bullying and that if there are difficulties with relationships, the staff resolve them quickly. The school works closely with parents who are overwhelmingly in support of its work. Teachers support pupils well in their learning but there are inconsistencies in the marking of work and pupils are not always told how they can improve. Because much of their work is praised, pupils frequently do not know how good their work is and they do not always have targets for improvement. Those with particular learning needs are identified quickly and individual programmes set up to help them to achieve well.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher and senior management team are clearly focused on raising standards. They and the staff work closely together and have a secure understanding of the school's effectiveness. The school works closely

with parents, who are very positive about what it offers. The methods for evaluating the school's work are thorough, and therefore there is a clear view of the strengths of provision and almost all areas where improvement is needed. Evaluations of lessons identify areas of strength and those for improvement, although they do not always give a view of the overall quality of the teaching. Through the analysis of test results, the school has a good view of the relative strengths of most subjects. Planning for school improvement is satisfactory; the plan shows suitable priorities in all areas of the school's work but is relatively short-term and the success criteria and monitoring arrangements are only adequate. Nevertheless, the strategies employed to raise standards after they fell in 2004 had a marked impact. The work being done to improve provision and attainment in ICT is proving effective. The subject leaders for English and mathematics have a good understanding of standards in their subjects and plan well to bring about the necessary improvements. However, while the school knows where standards in some other subjects need to be improved, it has not fully identified the shortcomings in the curriculum. Financial planning and management are very good. Governance is good; governors are fully involved in the life and work of the school.

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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	2	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	1	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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>	3	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**

I am writing to tell you how much we enjoyed our visit to your school, and to thank you for the way you helped us and made us feel welcome. I thought you might like to know what we found out. We think that you are right to be proud of your school. You do well in reading, writing and mathematics. You know a lot about science but you need to be given more opportunities to plan your own investigations and experiments. Now that you have a computer suite, you are getting on well in ICT. We agree with you that your school is an interesting place to be and that your teachers work hard to make your lessons fun. There are many clubs you can attend, but we think that you ought to spend more time on subjects other than English, mathematics and science. One of the things that really impressed us was how well you behave and how sensible you are. We know from what you told us that you get on very well with each other and the staff, and that they listen to your ideas. The school takes very good care of you but could involve you more in knowing how you can improve your work. Thank you once again, and we hope that you have a very enjoyable Christmas.