



Leiston Primary School

Inspection Report

Unique Reference Number 124594
LEA SUFFOLK LEA
Inspection number 281758
Inspection dates 5 December 2005 to 6 December 2005
Reporting inspector Mrs. Nichola Perry LI

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

Type of school	First	School address	King George's Avenue
School category	Community		IP16 4JQ
Age range of pupils	3 to 9		
Gender of pupils	Mixed	Telephone number	01728830745
Number on roll	255	Fax number	01728832928
Appropriate authority	The governing body	Chair of governors	Mr. Neil Goodchild
Date of previous inspection	19 June 2000	Headteacher	Mr. Anthony Twomey

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Children come mainly from the local area. A high percentage of children are eligible for free school meals reflecting the disadvantaged circumstances of some families. Most children are White British and their attainment on entry to the nursery is very low. The number of pupils with special educational needs is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Leiston Primary School is a good school with some outstanding features. Parents and pupils justifiably hold it in high regard. There is an exceptional commitment to pupils. The care and support provided and their effect on pupils' personal development are good and often outstanding. As a result, pupils learn successfully, achieving broadly average standards by the end of Year 4. This is especially good given their very low starting points. The quality of teaching and the curriculum are good with a wide range of enrichment opportunities. The quality of education and pupils' achievement in the Foundation Stage are good, although there are not enough play opportunities for the reception children. The school works extremely closely with a wide range of external agencies for the benefit of pupils. The headteacher, ably supported by the deputy headteacher and key senior staff, provides very strong leadership to the whole school community and leadership and management overall are outstanding. Senior managers know the school's strengths and weaknesses well and the inspectors agree with the school's view of itself. There has been very good improvement since the last inspection. New staff are given excellent support and guidance by senior managers so that improvement is ongoing. The school is effective and continuing to improve. It provides good value for money and serves the pupils very well.

What the school should do to improve further

- Ensure there are sufficient play activities in the mixed reception year and in the year 1 classes.

Achievement and standards

Grade: 2

Pupils make good progress across the school and most meet the challenging academic and personal targets set for them. Many pupils start school with very limited knowledge, poor literacy skills in English and weak social skills. The excellent emphasis placed on promoting basic skills in language and personal and social development in the Foundation Stage results in good achievement. Although standards reached in reception and Year 1 are still below average, pupils make at least good progress from the time they start school and enter Year 2. Good teaching in Year 2 ensures that by the age of seven most pupils have caught up so that they reach broadly average standards, with increasing numbers achieving higher levels in reading and maths. Pupils are well prepared for entering Year 3 and well placed to benefit from the work the school provides. By the end of Year 4, as a result of consistently good teaching, the majority of pupils are achieving standards that are broadly average, with some pupils achieving above average standards. Pupils with special educational needs, and those for whom English is not their first language, make good progress because teachers know what they need to learn and plan well for them to do so.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Outstanding progress has been made in improving attendance, which now matches national averages. Pupils like coming to school and thoroughly enjoy their learning. Behaviour is good. Pupils show very good understanding of how their actions impact upon the well-being and happiness of others. Much has been done to improve behaviour during breaks by providing equipment and additional staff, who now play with pupils. Pupils agree that the new arrangements have improved behaviour. Most pupils are well motivated and listen well to the contributions of others except, for example, when the pace of lessons is slower. A few pupils in most year groups have difficulty in managing their own behaviour. The school supports these pupils very well so that other pupils' learning is not disrupted. The school is highly effective in encouraging pupils to maintain healthy and safe lifestyles. Pupils of all ages talk knowledgeably about healthy food and the need for regular exercise. Drugs and sex education programmes are outstanding, and involve parents with their children. The school effectively equips pupils with life skills needed for transfer to middle school, and results in them taking high levels of responsibility, making clear decisions, and working collaboratively. Pupils' spiritual, moral, social and cultural development are fostered well so that the pupils show good awareness of others' needs and have high levels of respect for those whose customs are different. The school council takes its responsibilities very seriously and has gained a very good understanding of the need for democracy when making decisions that affect the whole school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In the nursery, teaching is outstanding. In this class, very well planned play activities provide children with excellent opportunities to find things out for themselves. In the mixed reception and Year 1 classes, this focus on learning through play is not as strong. Teachers throughout the school make very good use of the interactive whiteboards to present information in a lively way that captures pupils' attention and interest. Questions are used very well to help pupils recall their previous learning and to encourage them to develop their speaking skills. Activities are well matched to pupils' levels of ability and teaching assistants are used very effectively to support those who have difficulties with their learning. Relationships are very good, and as a result, pupils are comfortable about answering and asking questions, and making suggestions. Teachers make good use of ongoing assessments to ensure that work is matched closely to pupils' needs. Pupils know exactly how they can improve their work further and are given plenty of opportunities to comment on how well they think they are doing.

Curriculum and other activities

Grade: 2

The school has worked very successfully to make the curriculum broad, exciting and stimulating. This helps pupils to achieve well. The nursery curriculum is outstanding and provides many opportunities for children to learn through practical experience. Reception age pupils are currently taught in mixed age classes with Year 1. Whilst this arrangement has some advantages in that reception pupils benefit from examples set by older pupils, there are not enough play opportunities for the youngest pupils. The strong focus on developing pupils' speaking and listening skills and extending their vocabulary is making a real difference to learning. The very good range of intervention programmes, which support pupils' identified needs, is highly effective in developing their basic skills. The physical education curriculum successfully supports the school's drive to promote a healthy lifestyle. A wide range of additional activities enriches the formal curriculum, maintains pupils' interests and helps them to develop their understanding, for example, through the European day of languages. There is a good range of successful clubs for pupils in Years 3 and 4. These are well attended and provide opportunities for pupils to develop additional skills such as gardening, helping pupils mix with others.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Staff care extremely well for their pupils and very good procedures are in place to guide and support them and ensure their safety. The very good systems which inform pupils about how well they are doing and how they can improve are fully understood by pupils of all ages. Child protection guidelines are in place and understood by staff. Adults are aware of vulnerable pupils and are quick to identify any pupil who is failing to thrive. They also notice if a pupil is unhappy and help them to resolve the problem. This results in very happy, confident learners who develop increasingly responsible attitudes as they move through the school. Pupils are confident that adults in the school will listen to them if they have worries and are happy to approach anyone, especially the headteacher! Parents are overwhelmingly satisfied with the care and guidance their children receive.

Leadership and management

Grade: 1

The headteacher, ably supported by the deputy headteacher, provides outstanding leadership to the whole school community. His passionate commitment to the pupils and determination that all will be enabled to develop as confident, secure learners is shared successfully with all staff and governors. This results in the extremely positive and distinctive ethos which serves pupils so well. Appropriate structures ensure that the school operates efficiently. Senior managers are an effective team and provide excellent support for those new to leadership roles. Good quality monitoring has had a positive effect on standards, for example, in reading and mathematics. Leadership

of the Foundation Stage and special educational needs are both strong. The school knows itself well and has made an accurate and honest evaluation of its strengths and weaknesses that closely matches the inspection findings. Actions are taken quickly to promote change. There has been very good improvement since the last inspection and because of the shared commitment of the staff and governors the school is very well placed for further and continued improvement. Governors are effective. They are very supportive of the school and have done much to improve their role since the last inspection. They regularly visit to monitor the school's work but do not always record and evaluate their findings.

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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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

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	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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?	1	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	1	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

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 being so friendly and making us feel welcome when we visited your school recently. We enjoyed watching you learn and talking to you very much. What we liked most about your school: - we think that your teachers do a good job by making your work interesting so that you enjoy learning and make good progress - your parents think this is a good school and we agree; teachers and governors who run your school are trying very hard to make your school the best - most of you attend school regularly, get to school on time and behave well - your teachers and other adults care for you very well and make sure you are safe - you get on well together and are kind to each other; we like the way older pupils help younger ones, such as listening to you read and helping you on the playground. - the school puts on a good range of after school activities for pupils in Years 3 and 4, like the clubs and trips out of school; we know you enjoy these very much. What we have asked the school to do now - give the reception children more play activities so that they can find things out for themselves and learn how to work with one another. We hope that you continue to be happy at school and learn well.