



Leverington Community Primary School

Inspection Report

Unique Reference Number 110636
Local Authority CAMBRIDGESHIRE
Inspection number 288728
Inspection dates 14–15 December 2006
Reporting inspector Jackie Cousins

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

Type of school	Primary	School address	Church Road
School category	Community		Leverington, Leverington
Age range of pupils	4–11		Wisbech, Cambridgeshire PE13 5DD
Gender of pupils	Mixed	Telephone number	01945 584915
Number on roll (school)	172	Fax number	01945 584915
Appropriate authority	The governing body	Chair	Mr M Baker
		Headteacher	Mrs R Simmonds
Date of previous school inspection	26 February 2002		

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Introduction

The inspection was carried out by two Additional Inspectors over two days.

Description of the school

This is an average sized primary school situated to the north of Wisbech. Nearly all pupils are from White British backgrounds with few from minority ethnic groups. Very few pupils are in the early stages of learning to speak English as an additional language. Most children start school with levels of knowledge and understanding that are below expectations. An above average proportion of pupils join their classes part way through the school year. The proportion of pupils with learning difficulties and/or disabilities is above average. The percentage of pupils entitled to claim free school meals is slightly above average. A few pupils come from travelling communities. During the last few years, the school has received awards for Healthy Schools, Investors in People, Basic Skills, Arts Mark, ICT Mark and NAACE information and communication technology (ICT).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Leverington Primary is an effective school that gives good value for money. Effective leadership and management have brought about good improvement since the last inspection. Standards of speaking have improved significantly. Teaching for the oldest pupils uses a particularly good range of teaching strategies. Because of all these improvements, the school has a good capacity to improve in the future. Although effective leadership of the headteacher and senior management team ensures that the school uses self-evaluation well, the development plan does not always contain measurable and specific criteria against which the school can evaluate its successes. The school's leadership has established an effective partnership with parents. One parent wrote, 'We are very happy with the care, support and guidance our child has been shown since she started school. The school has exceptional teachers and a great head mistress'.

The school's leadership gives a high priority to making sure pupils are confident, happy and are included in all activities effectively. As a result, pupils' personal development is good with outstanding features and has become a particular strength of the school. This is mainly due to the effective care, guidance and support provided by staff. Pupils' enjoyment in their learning is outstanding. The pupils talk extremely enthusiastically about the activities they like doing in school. One pupil said, 'The school is brilliant.' Pupils' behaviour is excellent because of very effective arrangements to promote relationships and discipline. Pupils contribute well to the community. For example, the school choir went to sing to a group of elderly people locally. The school council has managed several improvements such as the installation of water fountains in all classrooms. The way pupils adopt healthy lifestyles is outstanding. Pupils in Reception to Year 6 eat fruit and vegetables nearly every day. They enjoy two or three physical education lessons a week and nearly all pupils can swim unaided by the end of their Reception year. The strong partnership with several local secondary schools allows pupils to develop their sporting skills well.

Pupils' achievement is good because teaching is effective. From a below average starting point pupils make good progress and standards are average by the end of Year 6. The provision for more able pupils is satisfactory in reading, science and mathematics but the proportion of pupils in Year 6 who attain the highest level in writing is below average. Although most pupils have personal targets for their academic work, not all are clear about how to reach them and work at higher levels, especially in their writing skills. Pupils who have learning difficulties and/or disabilities are supported effectively and so they too make good progress. Children get off to a good start to their education in the Reception class because of the effective provision.

Throughout the school teaching and learning are good. This is mainly because teachers have high expectations of pupils. Effective teaching methods mean that pupils learn to link and apply their knowledge from one subject to another. Teachers use resources well, including ICT, to make lessons interesting. Teaching assistants are used effectively in most classes. Teachers use assessment well. Pupils' achievement is tracked effectively

from the Reception class to Year 6. A good range of activities for learning, enrichment and clubs is on offer.

What the school should do to improve further

- Increase the proportion of pupils in Year 6 who attain the highest level in writing.
- Develop the use of targets with pupils so that they are clearer about how to reach them.
- Improve the use of measurable and specific criteria in whole school development planning to ensure that senior leaders can evaluate success even more precisely.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children make good progress in the Reception class and so standards are broadly average by the start of Year 1. This is partly because the use of practical teaching methods makes learning interesting and memorable. Pupils progress satisfactorily in Years 1 and 2 and as a result standards are average by the start of Year 3.

Progress in Years 3 to 6 is good. In 2006, the progress made by Year 6 pupils in Key Stage 2 was in the top 20% of schools nationally. These pupils entered Year 3 with below average levels of knowledge and so they have achieved really well to attain average standards by Year 6. This was particularly impressive because this year group had above average proportions of pupils who find learning difficult and who joined the school part way through the taught year. Pupils from minority ethnic groups and those who are learning to speak English as an additional language achieve well. The literacy, numeracy and science skills pupils acquire prepare them satisfactorily for their next stage of education. Challenging targets were met in 2006. Over the last three years, the school has maintained consistently average standards and results have risen a little year on year. More pupils are capable of attaining the higher level 5 in writing tests.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, partly because the school successfully promotes positive attitudes to learning and to others. Pupils act safely and considerately around school. Many contribute to school life effectively and promote charitable causes through the school council. Because the council meets frequently, it helps representatives to become particularly confident in expressing views and listening to others. Attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is good. They use time for reflection well and are happy to offer their own ideas. They show good knowledge of our own and other cultures and are respectful of them.

Quality of provision

Teaching and learning

Grade: 2

Good expectations of teachers coupled with sessions that structure pupils' learning well mean pupils make good progress and reach sound levels of expertise in key skills. Lessons are planned well so that time is used effectively. Good questioning by teachers ensures that pupils think deeply about their learning. The skilled use of open ended questions and paired discussion times means that pupils learn to express their thinking well. A good programme is in use for assessment, which means that all key areas of pupils' learning are regularly evaluated. Individual education plans for pupils who find learning difficult contain clear and measurable targets. Occasionally, teachers' marking and feedback to pupils does not tell them specifically what they have done well.

Curriculum and other activities

Grade: 2

Learning activities are well planned and contribute to pupil's good progress. The school is further developing the creative joining of subjects into stimulating topics that help to reinforce literacy skills. The curriculum is enriched by a wide range of educational visits and by visitors to the school. Wonderful opportunities for pupils to participate in arts activities to high standards are also helping to develop pupils' confidence, self esteem and speaking and listening skills. Stimulating and high quality displays present in classrooms celebrate pupils' achievements well. The school provides adequately for gifted and talented pupils and plans to develop this provision further in the future.

Care, guidance and support

Grade: 2

The school offers good care, guidance and support to its pupils. This is evident in the ways staff manage pupils. The pupils' personal needs continue to be well looked after. Pupils' personal and academic progress is reviewed regularly with strong parental involvement. It is helping to promote even better progress as a result. Pupils' transition into the Reception class and from Year 6 to secondary schools is handled effectively. All legal requirements for safeguarding pupils' welfare are met. Pupils have individual and group targets but not all know how to attain them so that they can make faster progress and work at higher levels.

Leadership and management

Grade: 2

Passionate and effective leadership by the headteacher provides very clear vision and direction for the work of the school. She heads an able and hard working team united in their aim to provide the highest quality education. Senior leaders know the school

well. Thorough systems for monitoring and evaluating its work provide good quality information that is used to plan improvements. It is used particularly well to track pupils' progress and direct resources. The leadership of pupils who find learning difficult is very good and so these pupils' progress is carefully monitored. The school is aware that improvement planning does not always include specific criteria to ensure the sharpest focus and the most precise measurement of success. In the future, the school plans to have a smaller number of key priorities for each year. The governing body has a good understanding of the school's work and is able to hold the school to account for its work.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 December 2006

Dear Pupils

Leverington Community Primary School, Church Road, Leverington, Wisbech, Cambridgeshire, PE13 5DD

Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to you. It was also interesting to talk to your teachers and some of the governors. You are lucky to attend such a good school. Effective things about your school include the fact that:

- You have taken on more healthy lifestyles exceptionally well.
- You make good progress and are very enthusiastic about what you do in school.
- Your behaviour is excellent.
- Your headteacher and senior teachers have good ideas about ways to improve the school.
- Teaching is good and teachers work hard to make lessons interesting and challenging.
- Teachers and staff care for you well.
- The school council is working effectively to improve things for all of you.

I have asked your school to look at how they can make things even better. I hope that you will help teachers by listening to them carefully. The most important things are:

- Improving the number of Year 6 pupils who get really good marks in writing tests.
- Making sure you know how to reach your targets.
- Improving the ways that senior teachers measure and evaluate the school's areas for development and successes.

Keep working hard and enjoying the many things you do at Leverington Community Primary School.

Yours sincerely

Mrs Jackie Cousins

Lead Inspector