



Leys Farm Junior School

Inspection Report

Unique Reference Number 117771
Local Authority North Lincolnshire
Inspection number 290923
Inspection dates 17–18 January 2007
Reporting inspector Judith Straw

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

Type of school	Primary	School address	Park Avenue
School category	Community		Bottesford, Scunthorpe
Age range of pupils	7–11		DN17 2PB
Gender of pupils	Mixed	Telephone number	01724 866945
Number on roll (school)	108	Fax number	01724 858357
Appropriate authority	The governing body	Chair	Mrs Enid Girling
		Headteacher	Mr Ewart Gibbs
Date of previous school inspection	1 November 2001		

Age group 7–11	Inspection dates 17–18 January 2007	Inspection number 290923
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Leys Farm is an average sized junior school serving its local area. The proportion of pupils known to be eligible for free school meals is below average. The proportion with learning difficulties and disabilities is also below average. Very few pupils are at an early stage of learning English. The great majority of pupils come from White British backgrounds. The attainment of pupils when they enter the school is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Leys Farm is a good school in which pupils thrive and flourish. The great majority of parents are pleased with the school. They particularly praise the way in which pupils are involved in every aspect of school life. One parent wrote, 'The children are included in the whole-school experience and made to feel that the school truly belongs to them.' Pupils enjoy their learning and their behaviour is good. The school has created a nurturing environment in which pupils grow in confidence, both academically and spiritually. Pupils reach a high standard in their art work and the school has deservedly gained the Artsmark Award. Examples of their painting, collage, embroidery and sculpture line the walls in stunning displays. All necessary child protection safeguards are in place. The pupils are proud of their achievements. They have gained Artsmark Gold, Eco-Schools and Young Environmentalist awards and achieved Healthy Schools' status. Pupils' growing confidence and ability to apply basic skills prepare them well for the next stage of education.

Standards are above average. They have risen in the last two and a half years in all areas of learning and pupils are achieving well. Lower ability pupils and those with learning difficulties and disabilities are identified early to help them to do equally well. The creative and stimulating curriculum is a strength of the school. The emphasis on emotional literacy is playing an important part in developing the creative and spiritual elements of learning and is contributing to good personal development. It helps pupils to listen more effectively and to participate with joy and enthusiasm. Pupils are outward-looking and keen to be involved in many different activities and to make a contribution to the wider world. Teaching and learning are good with particular strengths in planning and creativity. Some teaching, although satisfactory, lacks urgency and sufficient opportunities for pupils to discuss their work.

Leadership and management are good. The headteacher and deputy headteacher have steered the school through difficulties caused by staff recruitment and are now leading the drive to raise standards further. Teachers and other staff work together as an effective team. They share in the commitment to raising standards and enabling each child to achieve his or her potential. Governors support the school well by acting as loyal but critical friends. Financial management is sound. The steadily improving standard of teaching, coupled with experienced and effective leadership and management, indicate that the school has good capacity for further improvement. Good progress has been made on many fronts since the previous inspection.

What the school should do to improve further

- Maintain the development of teaching by sharpening the pace and providing more opportunities for pupils to discuss their work.

Achievement and standards

Grade: 2

Standards are above average and all pupils achieve well. Standards in national tests in Year 6 fell to below average in 2003 and 2004 as a result of significant staffing turbulence and the difficulties of recruiting new teachers. The school has worked hard since then to raise standards. The local authority has convincing evidence to show that the attainment of pupils when they enter the school is average. Results at the end of Key Stage 2 were above average in 2005. In 2006, although results overall were average, pupils achieved just above average standards in English and mathematics; nearly half of the pupils exceeded the level expected for their age in English. Standards in science were average. The pupils met the challenging targets set in English and mathematics. Evidence from the inspection, as well as from the local authority's analysis, indicates that achievement is good.

The work seen during the inspection was above average standard. Pupils in all classes make good progress. The majority of pupils read and write competently and make accurate mathematical calculations. This is recognised by the Basic Skills Quality Mark awarded to the school. Pupils' skills in verbal communication and information and communication technology are above average. There is very little difference in the achievement of girls and boys. Pupils with learning difficulties and disabilities make good progress because they are identified early and well supported by their teachers and teaching assistants. The work is carefully matched to their needs.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Attendance is above average. Pupils are confident, courteous and enthusiastic. They behave well. One member of the school council said; 'We work hard, it's safe and we have fun'. Pupils report that there is little bullying or any other kind of harassment, and what there is, is dealt with effectively. Older pupils act as playground buddies to reassure younger children. Pupils say that there are many adults they can turn to if they have any problems and that school is a friendly and caring place. Their spiritual, social, moral and cultural development is very good. The ethos of the school shines out from the wonderful displays of art work, the sensitive and meaningful responses in assemblies and through the way pupils enjoy sharing and learning together. Pupils are confident that the school listens to them and treats them with respect. They understand the value of keeping fit and healthy and are aware of the dangers of drug and other abuses. They make a very good contribution to the local and wider community through involvement in the weekly senior citizens' luncheon club meetings, by working with the police community liaison officer and in fund-raising efforts for people across the world. The school council is active and effective in representing the views of all pupils.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. The strengths of teaching are the very good planning, the sharp focus on communication skills and the pace and variety in most lessons. The quality of marking is good; it explains clearly to pupils what they need to do to improve. Pupils are encouraged to be outward-looking and creative. As a result, they develop good thinking skills and produce interesting and original ideas. Most lessons move at a good pace with the emphasis on fostering inquiry and curiosity. Good assessment and analysis of pupils' strengths and weaknesses lead to extra challenge for higher ability pupils or to additional support for those in danger of not reaching their targets. Teachers are developing creative teaching strategies such as 'multiplication bingo', and illustrated story-telling. Good use is made of artefacts to inspire learning and to arouse pupils' curiosity. Where teaching is satisfactory, the pace and progress are slower and there are fewer opportunities for pupils to discuss their work.

Curriculum and other activities

Grade: 2

The good curriculum includes all the statutory requirements and has a strong focus on the development of literacy and numerical skills. Good cross-curricular work ensures that subjects such as history, geography, design and technology, religious education and music are combined in creative and interesting ways. At the time of the inspection, there was a wonderful display of memorabilia from World War 2 outside Year 5's classroom. Pupils were able to discuss these in detail and explain their learning. A wide range of extra-curricular activities, which includes chess, gardening, sports, crafts, mathematics, information and communication technology (ICT), bird watching and food technology extend learning beyond the classroom. Pupils benefit from many visits to places of interest and from visitors who share their talents and experiences; for example, teachers from the local Business and Enterprise College deliver some elements of the curriculum. A recent highlight of the school's work was British Food Week in which two local farmers brought their produce into school and Year 4 made soup.

Care, guidance and support

Grade: 2

Care, guidance and support are good. All the statutory procedures are in place to secure Child Protection; Health and Safety matters are given high priority. The school provides a creative and nurturing environment in which pupils flourish. Pupils are safe and free from harassment and are given the opportunity to achieve their potential. The progress of all pupils is regularly checked to make sure that those in danger of underachieving are identified at an early stage so that remedial action can be taken.

Pupils with learning difficulties and disabilities are well supported and helped to achieve their best. Individual Education Plans are reviewed regularly with pupils and parents consulted at every stage. A planned programme is in place for every pupil on the gifted and talented register to ensure that they achieve their potential. Good procedures help pupils to settle quickly into the school at the age of seven and support them when they move to secondary school after Year 6.

Leadership and management

Grade: 2

Leadership and management are good. Strong leadership by the headteacher and the very experienced deputy headteacher has led the school successfully through difficulties caused by staffing turbulence and falling rolls during the last three years. The rising standards and pupils' good achievement are a direct result of the good leadership. The headteacher and deputy headteacher lead by example; they are very good role models for less experienced teachers. The school development plan is well focused on achievement and on raising standards. Good opportunities are provided for subject coordinators to manage their areas of the curriculum and to work with more experienced colleagues. Effective and comprehensive systems for monitoring the progress of pupils and the quality of teaching and learning are in place so the school has a very accurate picture of its strengths and areas where improvements can be made. Finances are well managed and the school gives good value for money. The governors are loyal, well-informed and very supportive. They are proud of the school's achievements and know its strengths and where it is vulnerable.

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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 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	2
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	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2

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

Leys Farm Junior School

Park Avenue

Bottesford

Scunthorpe

DN17 2PB

17 January 2007

Dear Pupils

Thank you for making me so welcome when I visited you at school this week. I thoroughly enjoyed my visit and talking to you about your lessons and interests. I really enjoyed my discussion with the school council and thank them again for making time to talk to me at lunch time. You are right to be proud of your school and your many achievements.

These are the things that impressed me most about your school:

- your enjoyment and enthusiasm for all the many activities you do
- the wonderful displays of your artwork, not just paintings but collage, embroidery, sculpture and your design and technology projects
- the way in which everyone looks after each other and no-one is left out or lonely
- the dynamic school council
- the many awards you have gained as a school because of your interest in the environment and contribution to the community
- teachers make your learning enjoyable and you have some really good ideas in lessons
- adults take good care of you and make sure you are safe
- you behave well and work hard
- you have a very good understanding of how to be healthy and stay safe
- the many opportunities you have to join clubs and do activities after school.

I also thought about what the school might do next. I have suggested that the teachers do all they can to make sure you get the best possible results in your tests. You can play your part here by talking about your work with your teachers and trying your best.

With good wishes to you all

Judith Straw

(Inspector)