

Laceby Acres Primary School

Inspection report

Unique Reference Number	117965
Local Authority	North East Lincolnshire
Inspection number	290982
Inspection date	5 July 2007
Reporting inspector	Jackie Barnes

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	234
Appropriate authority	The governing body
Chair	Mr John Bowyer
Headteacher	Mrs Sharon Clapson
Date of previous school inspection	1 September 2002
School address	Swiftsure Crescent Grimsby DN34 5QN
Telephone number	01472 320601
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Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is housed in two buildings on the same site on the western outskirts of Grimsby. It serves a local mixture of owner occupied housing and nearby local authority estates. Almost all pupils are from White British backgrounds. Within a mainly stable school population there has been an increase in mobility with pupils entering in various year groups. The school has a higher than average proportion of pupils with learning difficulties and/or disabilities. Entitlement to free school meals is average. When children start school in the Reception class, their skills overall are below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is particularly successful in ensuring the pupils' personal development is of a high quality. It is a happy school with a supportive family atmosphere in both buildings that gives pupils the confidence to enjoy and participate fully in lessons and in the wide range of activities the school provides.

Achievement is good and standards are average. Children make good progress in the Reception Year, sometimes from a low starting point. Practical activities successfully encourage them to work with each other, to investigate their own ideas and to explore the world around them. Good teaching incorporates into these activities carefully planned opportunities to develop children's literacy, numeracy and personal skills. By the time they enter Year 1 most children are working securely at the levels expected for their age, with a few above and below this attainment. The good progress continues over the next two years and by the end of Year 2 standards are average. In the 2006 national assessments about a quarter of the pupils attained above average results; in writing this was significantly better than the national figures. In Years 3 to 6 overall progress is satisfactory. Although most pupils continue to achieve well in relation to their abilities the more able pupils do not always make as much progress as they could, particularly in English and mathematics.

Pupils' personal development is outstanding. Many enter school with limited skills in forming relationships but quickly learn to work with other pupils, to make friends and to begin to understand how their actions affect others. As they move through the year groups, their understanding of how to live safe and healthy lives is developed through the personal example of the staff, the systematic provision of lessons which further their understanding, and the good range of opportunities for physical activities that are provided. Pupils are encouraged to be independent and make decisions from the youngest classes. By the time they are ready to move to secondary education they are confident and responsible, with the ability to organise themselves and others, and to contribute effectively to the school and wider community. Pupils are well prepared for their future education. Their skills in English and mathematics are similar to most pupils of their age whilst their skills in science exceed those of most Year 6 pupils. Their future well-being is well supported by the school's carefully planned approach to entrepreneurial activities which have successfully developed leadership skills, the confidence to work cooperatively and resolve issues, and an experience of using democratic means to plan changes. Staff take good care of pupils, and the school pays good attention to their safety.

Good quality teaching ensures pupils make good progress. Teachers know their subjects and pupils well. Teaching assistants provide valuable support for individuals and also provide the flexibility to enable class teachers to organise the pupils into small groups at similar stages of learning. Much of the best teaching was seen in these small groups, where pupils were able to ask as well as answer questions, discuss their ideas and receive immediate feedback. Teaching assistants are well briefed about what to expect the pupils to learn, although this information is not always recorded and therefore can not be readily checked through the school's systems for monitoring pupils' progress.

Leadership and management are good. The headteacher has been in post for about a year and has successfully identified areas where the school can add to its strengths while building on well established good practice. For example, significant changes in the management team mean the school now has a leadership team with shared views of the next stage of the school's

development. The range of consultation has been a little narrow, which the school has already recognised and has suitable plans to improve this for the next phase. Staff work well as a team and are committed to school improvement. The governing body takes an active interest in the school and has good links with the school through the chair of governors. Plans for the new school year include a suitable emphasis on improving pupils' progress and standards. The roles of lead staff in checking pupils' progress and promoting high attainment in their areas of responsibility are yet to be finalised. Good progress has been made since the last inspection and the school has good capacity to improve.

What the school should do to improve further

- Establish clear expectations for pupils' progress throughout the school in order to raise standards in English and mathematics, especially for the more able pupils in Key Stage 2.
- Ensure assessment information is used consistently to plan teaching and tasks which provide suitable challenge for pupils across the ability range.
- Clarify the roles of senior managers in leading improvements and checking pupils' progress to ensure all abilities achieve as well as they can.

Achievement and standards

Grade: 2

The school's intake into the Reception class has become more varied over recent years as vacant places have attracted families from beyond the school's immediate locality. Their skills, however, are still below that expected for most children of this age. There are considerable differences between what individual children know and do when they start school in their Reception year. Most children achieve well from a below average starting point. These differences are also apparent when pupils enter the school in later year groups. The school accommodates the pupils' differences effectively overall and most pupils achieve well. However the school has only recently developed a rigorous system for tracking each pupil's progress and, along with pupils' work, this identifies that occasionally progress is slower than it needs to be for pupils to attain the best standards they can. The school has recognised this and has put strategies in place to increase the rate of progress. Early analysis of the results for the 2007 national assessments and tests show that these strategies are having the desired effect.

The school's national assessment and test results in 2006 are about average in both Year 2 and Year 6. The most able pupils in Year 2 achieved good results, especially in writing. This is not so in Year 6 where only in science did the results at the higher Level 5 match the national figures. This represents good progress from a low starting point for this group of pupils.

Pupils with learning difficulties and/or disabilities achieve well for their abilities and in national assessments some attain results above those for similar pupils nationally.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. This owes much to their positive attitudes to learning, their enjoyment of school, their good attendance and very good behaviour. A small minority have significant behavioural difficulties, and others have a range of learning difficulties and/or disabilities. Other pupils support them well and make good decisions about when to actively help and when to be tolerant when an incident arises. Pupils know how to keep healthy and enjoy the sporting activities the school provides. They play an active part in

the local community and have well developed entrepreneurial skills. These and their use of information and communication technology, (ICT) prepare them very well for the next stage of their education. It is clear that the positive approach, and pupils' trust in staff to keep them safe and help when needed, provides an effective basis for the successful development of all pupils' personal qualities. These qualities contribute very well to pupils' social and moral development. They reflect on what they have achieved and have a good understanding of the different beliefs and customs within present day Britain. Social, moral, spiritual and cultural development is good.

Quality of provision

Teaching and learning

Grade: 2

Good relationships with staff effectively support pupils' learning. These encourage them to share ideas, check their own understanding by asking questions and make good use of the school's provision for clubs. Lessons are carefully prepared and resources are adequate. Good management of pupils' behaviour and interesting activities result in almost all lessons being calm and orderly. The planning of teaching points and the activities that different groups of pupils are to undertake is good. Most staff are aware of the learning intended for pupils with different abilities and competence, but intended learning is not as carefully recorded in the written planning. This limits the evidence available when pupils' progress is being monitored and, in a minority of lessons, also results in similar tasks being undertaken by pupils across the ability range. This tends to reduce the challenge for the more capable pupils, especially in Key Stage 2, and does not help the most able pupils achieve as well as they could. Marking of pupils' work is beginning to help them identify what they need to do to improve and raise their standards. The school is beginning to link this to pupils' individual targets and needs. This is already having a positive effect on the work in Years 3 to 6. The school's recent improvements collating assessment systems have made the data more readily available for planning learning. The school already has suitable plans to do so in the new school year.

Curriculum and other activities

Grade: 2

The curriculum is good. The school makes very good provision for pupils' personal development, especially in activities which allow them to demonstrate their independence, such as the end of year drama production by Years 5 and 6 which has been organised as an enterprise. Pupils have worked in teams developing their skills. They have successfully taken the lead in most aspects, such as conducting auditions and organising the financing and marketing. Pupils of all abilities were able to demonstrate how well they had built on their previous experiences to attain exceptional maturity for their age. The curriculum also includes visits out of school, visitors and sporting activities which capture the pupils' enthusiasm. In most cases these opportunities also support their academic learning although better use could be made of the current provision to promote brisker progress and higher standards for a minority of pupils.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The guidance pupils receive is good, particularly in their personal development and in teaching them how to keep safe. In academic areas it is at its best

in personal discussions about their work, which are most evident in the Foundation Stage and Key Stage 1. In older year groups, this is less evident; although teachers spend time helping individuals during lessons this attention is rarely focused on the most capable pupils. The support for pupils with learning difficulties and/or disabilities is good as it usually reflects their personal needs, with the provision of an additional adult to encourage them to aim high. The school makes good provision for extending the curriculum through a range of well planned clubs, visits and visitors. This successfully enriches pupils' experiences and gives good support to their learning in lessons.

Leadership and management

Grade: 2

Inspection report:Laceby Acres Primary School, 5 July 20077 of 11 Document reference number: HMI 250701 April 2007Inspection report:Laceby Acres Primary School, 5 July 20074 of 11 Document reference number: HMI 250701 April 2007Leadership and management are good. The school is well led by the headteacher who is relatively new to the school but has provided a good vision for school improvement. The senior managers are well informed and are fully involved in the school's self-evaluation and discussions about future initiatives. Good use is also made of local partnerships with other schools and agencies to enhance the school's expertise. The school has a very successful approach to pupils' personal development and is generally effective in promoting academic achievement, although there remain some pupils who could make better progress. This is partly because of the wider range of pupils' competence when they enter the school. The current inconsistency in the use of assessment when planning and checking pupils' progress is another contributory factor. The new tracking system is already identifying some of the opportunities to ensure all pupils make the best progress they can. Governance is good and the governing body have also recognised the changes the school needs to address. Governors continue to be both supportive and suitably critical. The school provides good value for money.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
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	1

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.

Annex A

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

6 July 2007

Dear Pupils

Inspection of Laceby Acres Primary School, Swiftsure Crescent, Grimsby, DN34 5QN

Thank you for making me so welcome when I visited your school. You helped me to see how well behaved you are, and how much you enjoy school. I was particularly pleased to see how you help each other and make friends. You are especially good at helping the friends who sometimes do not behave well. You take your responsibilities seriously and try to be as independent as you can. Those of you who are involved in the end of year drama production are a very good example of how you can work as a team and make decisions which take account of different ideas. You have confidence in your teachers. They take good care of you and you say you feel safe in school because you know they will help you if you have a problem. You told me about how to stay healthy and safe, and about the sports you were involved in during lessons and after school.

You are keen to learn. Most of you make good progress and attain standards that are similar to many other schools. Some of you could do even better, so I have asked your headteacher and governors to help, especially in English and mathematics. They are going to keep checking how well you are doing, just in case you need more help. They are also going to make sure that your work gives each of you every chance to show how successful you can be.

I know you will help by keeping up your good attendance and interest in your lessons, and by trying to reach your targets as quickly as you can.

Very best wishes for the future.

Yours sincerely

J M Barnes

Lead inspector