

The Lincoln Manor Leas Junior School

Inspection report

Unique Reference Number	120437
Local Authority	LINCOLNSHIRE
Inspection number	291735
Inspection date	21 June 2007
Reporting inspector	Joanne Harvey

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	359
Appropriate authority	The governing body
Chair	Mr Ian George
Headteacher	Mrs Lindsay Alldis
Date of previous school inspection	3 February 2003
School address	Hykeham Road Lincoln Lincolnshire LN6 8BE
Telephone number	01522881370
Fax number	01522881371

Age group	7–11
Inspection date	21 June 2007
Inspection number	291735

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector in one day.

Description of the school

This is a much larger than average size school serving a mixed residential area on the outskirts of the city of Lincoln. Very few pupils are known to be entitled to claim free school meals. There are few pupils from minority ethnic groups or whose first language is other than English. Fewer pupils than in most schools have learning difficulties or disabilities, although the proportion with a statement of special educational needs is above average. Attainment on entry to the school is above average. The school has an ECO environmental award for recycling.

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 and improving school with some important strong aspects. The determination of the headteacher and her hardworking team to provide pupils with a strong foundation for their personal, social and emotional needs is a key factor in the school's success.

Excellent pastoral care and support are provided for each pupil. Everyone goes the extra mile to help pupils achieve the school's vision to 'be safe, happy and ready to learn'. Consequently pupils' personal development is good. They feel valued and secure and become very confident individuals who enjoy school. The behaviour of most pupils is very good. Pupils develop a sense of responsibility through the roles they are proud to take on in school and through helping others in their community and beyond. An emphasis on healthy eating and physical activity has helped them to develop a good understanding of how to keep healthy and they manage risks in their lives well.

Achievement is good. Excellent arrangements ensure pupils settle quickly into school. They make good progress throughout the school and attain standards which are above and often well above those expected in English, mathematics and science by the time they leave Year 6.

Good teaching, based on very positive relationships and a well enriched curriculum, helps to ensure that pupils are interested, learn well and make good progress. The school is keen to make the curriculum even more exciting. New curriculum plans are in place to ensure that skills and understanding are developed even more systematically in all subjects across school. Highly skilled teaching assistants work closely with teachers to ensure those who need extra help also do well. Care and guidance are good overall. Academic guidance is satisfactory. Teachers know pupils well and plan conscientiously, but occasionally this does not result in pupils being clear about the learning objectives of a lesson or what they need to do to achieve their targets.

Leadership and management are good. The relatively new headteacher and senior management team have been highly effective, for example, by developing more robust systems for checking how well the school is doing and in introducing ways to more effectively stimulate pupils' desire to learn. However, the best use is not being made of the information the school collects to ensure the highest degree of challenge for all.

Relationships with parents are warm and positive and the majority value the work of the school highly. One parent wrote in praise of the 'well balanced, excellent ethos and high level of education' and another wrote that 'everything that is done here is well organised and the staff are so welcoming and helpful'.

The success the school has had in addressing the issues from the previous inspection, coupled with a determination to do even better, demonstrates that there is good potential to improve further. The school provides good value for money.

What the school should do to improve further

- Improve the quality of teaching and learning through more consistent use of agreed procedures for setting targets and learning objectives, ensuring pupils are very clear about how to achieve their targets.
- Improve the impact of leadership and management at all levels by making better use of information about how well pupils are progressing.
- Further develop curriculum planning to link together subjects and ensure skills and understanding are developed even more systematically across the whole school.

Achievement and standards

Grade: 2

When they leave the school at the end of Year 6, pupils consistently attain standards which are above average in English, mathematics and science. This represents good progress for many pupils. Where progress has been satisfactory, for example in English or for pupils with a learning difficulty or disability, the new headteacher has been quick to respond by tightening up procedures for assessment and tracking pupil progress. As a result, falling trends have been reversed. Pupils across the school are now making good progress and are on target to achieve very high standards in English, mathematics and science. Pupils with a learning difficulty or disability are now making similar and often better progress than their peers. High standards of work are evident in the creative arts and information and communication technology (ICT). Work to improve the quality of pupils' writing has had a significant impact.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their social, moral, spiritual and cultural development are good. Pupils value the many trips, visits and external visitors organised by the school and these activities help to broaden their horizons and provide lasting memories. Work to develop more appropriate learning behaviour has resulted in very positive attitudes to learning. A highly effective programme of personal, social and health education and regular assembly themes ensure pupils develop respect for themselves and others. Pupils' responses demonstrate that they have been taught effectively about their rights and responsibilities. They are increasingly keen to make healthy lifestyle choices. They make a good contribution within and beyond their immediate community, for example, through 'playground buddies'. Pupils have a high regard for the school so it is no surprise that attendance is much better than in most schools. Well developed personal and basic skills prepare pupils well for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Effective management of pupils promotes very good behaviour and positive relationships in classrooms so that pupils gain confidence in their abilities. Teachers work hard to make lessons interesting and pupils are enthusiastic about their work. Teachers use their good subject knowledge and effective questioning skills to develop pupils' thinking and ensure pupils work hard. Opportunities are occasionally lost to encourage pupils to extend their thinking further by talking to others about their work. Planning is conscientiously done but occasionally does not result in pupils being clear about the learning objective of the lessons or what they need to do to be able to achieve their targets. Marking of pupils' work does not always tell pupils what they need to do to improve. The school uses its able teaching assistants well to support groups and individual pupils so that those who need extra help make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. There is an appropriate emphasis on the development of basic skills and a range of stimulating activities in other subjects which help to bring learning alive. ICT is now being used effectively to support pupils' learning. The curriculum is much enhanced by a range of visits and external visitors and the use of individual teachers' skills to broaden pupils' experiences. For example, all pupils enjoy weekly French lessons with a visiting French teacher. There is a good range of additional creative arts and sporting activities. Sports teams are particularly successful, although pupils say they would like more opportunities for those who want to enjoy active pursuits without taking part in competition, or for those who are not chosen for competitive events. A positive start has been made to reviewing the curriculum to further promote the linking of subjects and the teaching of them in more imaginative ways. The school rightly recognises the need to ensure that these plans facilitate continuity and progression in the development of skills and understanding in all subjects across the school.

Care, guidance and support

Grade: 2

The care and guidance for pupils is good. Pastoral care is excellent and a real strength of the school. Great emphasis is placed on the personal, social and emotional development of each pupil. Staff get to know children and families well and are quick to respond to worries and to provide support to overcome any difficulties which might interfere with pupils' learning. Pupils with learning difficulties or disabilities are well supported. Measures to ensure the safeguarding of pupils including child protection and health and safety procedures are robust. The academic guidance of pupils is satisfactory. Systems for measuring how well children are progressing overall and ensuring more challenging targets are met are becoming more rigorous but not used consistently by all teachers.

Leadership and management

Grade: 2

Highly effective leadership from the headteacher, supported by able senior managers, hardworking staff and governors has led to the quickening of school improvement. Systems for assessment and tracking pupil progress have been given a sharper focus and the school's self-evaluation gives an accurate picture of the school's strengths and weaknesses. Leadership is being shared to empower everyone to play their full role in school improvement. However, some leaders are too new to their role to be able to measure the impact of their work on school improvement. Leaders are collecting valuable information but not using it effectively enough to ensure the highest degree of challenge for all pupils. Strong partnerships are promoted with outside bodies which add considerably to personal and academic development and the care of pupils and their families. The majority of parents are highly supportive of the work of the school and the school is keen to address the perception of a few that their views are not listened to and acted upon. Considerable improvements have been made to the school buildings to promote a better learning environment. The governing body provide good support and challenge.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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	1
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.

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

22 June 2007

Dear Pupils

Inspection of The Lincoln Manor Leas Junior School, Lincoln, LN6 8BE

I was pleased to meet you and all the staff at the school, and very much enjoyed the time I spent with you. Thank you for making me feel so welcome, talking to me and helping me to find out so much about you and your school.

I think you are lucky to go to a good school where the headteacher and all the other staff do their very best for you. They look after you and care for you well. Your teachers make learning interesting and enjoyable and they work hard to help you make good progress in lessons. The very good behaviour of most of you really helps you to learn well too. It is clear that you are happy at school. In your tests, you often do much better than pupils in many other schools.

The school is very keen to find more ways to help you do as well as you possibly can, so I have asked them to do the following.

- Make sure you all know and understand your targets and know exactly what you have to do to achieve them.
- Make the best use of the information they collect about how well you are progressing to make sure you are all challenged to do as well as you can.
- Continue the work to create a whole school curriculum plan which links together subjects in the topics which you say you enjoy and that makes sure you are carefully building on your skills and understanding as you move through the school.

I am sure that Mrs Alldis and all the other staff will continue to do all they can to help you. You can play your part by continuing to behave extremely well and working really hard.

I would like to wish you the very best for the future.

Joanne Harvey

Lead Inspector