



# Lacey Gardens Junior School

## Inspection Report

**Unique Reference Number** 120673  
**Local Authority** LINCOLNSHIRE  
**Inspection number** 291826  
**Inspection dates** 22–23 January 2007  
**Reporting inspector** Lynne Blakelock

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

<b>Type of school</b>	Primary	<b>School address</b>	Lacey Gardens
<b>School category</b>	Foundation		Louth
<b>Age range of pupils</b>	7–11		Lincolnshire LN11 8DH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01507 602082
<b>Number on roll (school)</b>	307	<b>Fax number</b>	01507 608724
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Rev D Newlove
		<b>Headteacher</b>	Mrs G T Bassett
<b>Date of previous school inspection</b>	2 December 2002		

<b>Age group</b> 7–11	<b>Inspection dates</b> 22–23 January 2007	<b>Inspection number</b> 291826
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school situated in an area where there are high levels of socio-economic deprivation. Most pupils are starting here with standards that are in line with the national average, although a higher proportion than average have learning difficulties and/or disabilities or a statement of educational needs. In some of the year groups with older pupils a significant proportion entered the school with below average levels of knowledge and understanding. The proportion of pupils who are eligible for free school meals is below average. Most pupils are White British and their first language is English. This is the first school in Lincolnshire to achieve the National Healthy Schools Standard Gold Award for the second time. It has also achieved the Artsmark Gold Award, Investors in People, the Football Association Chartermark and the Basic Skills Quality Mark. The local authority funds a learning support inclusion centre on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's evaluation that this is a satisfactory school. It has made satisfactory progress since the last inspection because of an appropriate focus on initiatives that are enabling the school to move forward. This is particularly so in the area of pupils' personal development which is good. Increasing opportunities to be leaders and to take on positions of responsibility are seized upon by a growing number of pupils, widening their learning experiences and helping to provide them with the skills that they will need when they are older. Consequently, pupils' behaviour towards others shows growing maturity. Confidence is fuelled because these pupils, many of whom come from disadvantaged backgrounds or have learning difficulties, are provided with good support, security and care by the school which frees them to learn. Good systems are in place to safeguard pupils and protect any who are vulnerable. Thus there is a happy feel to the school, reflected in parents' generally positive comments to the inspection team. The good pastoral care is matched by academic guidance which results in challenging targets being set. It supports effectively those who have learning difficulties and/or disabilities so that they make good progress.

The school is now focusing strongly on other aspects of its work, all of which are satisfactory. The progress that pupils make through the school is satisfactory from their starting points. Standards have risen steadily over the last few years but remain below average in English, mathematics and science. The rise in standards is because the school has successfully refined its systems of tracking the progress that individual pupils make. Despite a fall in standards at the end of Year 6 in 2006, inspection evidence confirms satisfactory progress and improving standards in the present Year 6. Teaching and learning are judged as satisfactory because, although there is some good teaching, notably in the upper school, there are some inconsistencies which hinder progress. Pupils make good progress when activities match their learning needs. When progress is slower it is because the undemanding pace of lessons and too much teacher directed learning mean that pupils lose focus.

The curriculum, which is satisfactory, is improving due to the increasingly varied ways that teachers organise learning. This is facilitated by spacious accommodation and good resources. The school focuses appropriately on literacy and numeracy in its attempts to improve the progress that pupils make. Whilst provision is good for those with learning difficulties and disabilities, it is under developed for the gifted and talented. Vulnerable pupils are catered for particularly well in the Learning Support Centre so that they are reintegrated successfully. The headteacher's satisfactory leadership and management are enabling the school to enhance its provision, with commendable plans to develop it into a school which offers extended services. This initiative, added to the support programme provided by the local authority is benefiting the school.

At present the monitoring and evaluation of the school's work is not as organised, regular or rigorous as it could be in identifying promptly potential strengths or areas for improvement. This results in the best intentions not always transferring into impact and so the school has only a satisfactory capacity to improve. Leadership and

management are sound. The headteacher's hard work and commitment, the positive impact of subject leaders and the support from governors ensures the school is able to move forward. Value for money is satisfactory.

### **What the school should do to improve further**

- Raise standards in English, mathematics and science by ensuring that teaching and learning activities always match closely the learning needs of all pupils.
- Develop the provision for pupils who have particular gifts and talents to extend and broaden their learning experiences.
- Increase the rigour and regularity of the monitoring and evaluation of the work of the whole school to ensure greater impact on the progress that the school is making.

## **Achievement and standards**

### **Grade: 3**

Standards in Year 6 are below average, however, achievement is satisfactory from pupils' starting points which was below expected levels. The school is acting to improve standards in writing, mathematics and science. The small number of pupils with a statement of special educational needs (SEN) made exceptionally good progress in English and very good progress in science. Pupils reached their targets in English at expected levels but not at higher levels. Targets were missed in mathematics. Pupils are presently entering the school in Year 3 with standards which are in line with the national average. Predictions indicate improving standards in the school in 2007.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They enjoy school, feel safe and know that they are valued. Most behave very well. A good number make effective contributions to the school community, such as planning new toilet facilities and playground resources. They are increasingly involved in the wider community through creative arts and sports and support fundraising for a range of charities. They demonstrate a good understanding of how to lead healthy lifestyles with the school deservedly holding the Healthy Schools Gold standard. Attendance is satisfactory.

The school places a strong emphasis on developing good social skills that will support the pupils' future success in the next stage of their education. There is appropriate emphasis on developing basic skills for adulthood. Pupils' spiritual, moral, social and cultural awareness is effectively developed. There are good opportunities for spiritual development and pupils' cultural understanding is growing due to an increasing number of exciting learning experiences.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. Pupils are well managed. They enjoy their learning when lessons are challenging. Many lessons, especially in the upper part of the school, are stimulating and lively, enabling pupils of all abilities to make satisfactory or good progress. Good teaching is less evident in the lower school, especially in English and mathematics, because it is not always rigorous enough in meeting the needs of all pupils. The pace of lessons is sometimes slow and is not always paying attention to making sure that the work consistently challenges the needs of all pupils. Teaching in the Learning Support Centre, including the contributions made by the teaching assistants, is of very high quality so that pupils make very good progress. Teaching for gifted and talented pupils is as yet underdeveloped. Assessment of pupils' learning is carried out regularly and helps teachers to set appropriate learning targets for pupils. Pupils enjoy the challenge of achieving their targets.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and improving. It is enhanced by good resources and generous accommodation. There is appropriate provision for English and mathematics. Planning is becoming more detailed but does not consistently provide activities which meet the learning needs of gifted and talented pupils. Provision for those with learning difficulties and disabilities is good and that for vulnerable pupils in the Learning Support Centre is particularly good. Pupils' personal, social and health education (PSHE) makes a good contribution to pupils' academic and personal development and to creative arts. Links with other providers have increased the provision for physical education (PE), extending and broadening provision.

Pupils are increasingly enjoying learning through the new curriculum themes which are providing better links between subjects and opportunities for focused work in subject weeks. However, termly planning of themes is too ambitious in the number of aspects of literacy and numeracy that it attempts to cover. The curriculum is enriched through visits, visitors and a good range of popular activities. An active orchestra enriches learning and performs for the local community as well as in the school.

### Care, guidance and support

#### Grade: 2

The school provides good care, guidance and support for its pupils, enabling them to feel safe. Staff are fully committed to the well-being of pupils, and are supported in this endeavour by a good range of policies and procedures. Pupils needing additional help and support are particularly well catered for, enabling many of them to make very good progress. Good links with outside agencies result in specialist help. Procedures for child protection are established, as are the arrangements and implementation of

health and safety checks and risk assessments. Arrangements for tracking pupils' academic progress are detailed and thorough, enabling the school to set challenging achievement targets. This is beginning to have a positive impact on raising academic standards. The school tries very hard, with increasing success, to involve more parents in the life and work of the school.

## **Leadership and management**

### **Grade: 3**

Although the school evaluates leadership and management as good, inspectors judge them as satisfactory. The headteacher understands the issues facing the school, recognising its strengths and weaknesses. She has the support of the staff who share her commitment to developing innovative practices and under her leadership the school is working towards offering extended services. The school is engaging positively in the Intensive Support programme provided by the local authority to help raise standards. Channels of communication, however, are not always clear between senior management and staff. There is also some inconsistency in the rigour, regularity and organisation of monitoring and evaluating some aspects of the school's initiatives and practices which impact on the rate of progress. Subject leaders are thriving in their role as leaders, strengthening learning and assessment practices. Governors offer conscientious support. Their awareness of their responsibility to hold the school to account is increasing and they know that there is a need for further development of their role as 'critical friends.'

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

24 January 2007

Dear Pupils

Lacey Gardens Junior School, Lacey Gardens, Louth, Lincolnshire, LN11 8DH

Thank you for making our recent visit so enjoyable. We enjoyed talking with you and hearing from you about all of the things that you like about your school.

We were pleased to see you getting on well with each other, both in lessons and in the playground and behaving maturely. You enjoy your lessons, especially when you can learn for yourselves and when learning make you think really hard. You know that your teachers work very hard for you. You enjoy the extra sporting activities that you can take part in and the chances that these bring you to be young sports leaders and to be healthy. You appreciate the good resources in the ICT suite and the way that they help you to learn in different ways. The school provides you with a really good choice of out of school activities which help you to develop new skills. This includes the orchestra which you are proud to have and which provides a lot of enjoyment to you and your local community.

There are ways in which your school can be even better. Firstly, you need to reach higher standards in English, mathematics and science. We are asking your teachers to help you to do this by making sure that the work that you are given is always at the correct level to help you to make as much progress as possible. Your school is also keen to make sure that everyone including, those of you who have particular gifts and talents are provided with activities which help you to extend and broaden your learning.

On behalf of the inspection team, I send you our best wishes for the future.

Lynne Blakelock

Lead Inspector