

Lillington Primary School

Inspection report

Unique Reference Number	130869
Local Authority	Warwickshire
Inspection number	293649
Inspection dates	3–4 July 2007
Reporting inspector	Janet Simms

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	161
Appropriate authority	The governing body
Chair	Simon Peatfield
Headteacher	D Jandu
Date of previous school inspection	10 March 2003
School address	Cubbington Road Lillington Leamington Spa CV32 7AG
Telephone number	01926 425114
Fax number	01926 315952

Age group	4–11
Inspection dates	3–4 July 2007
Inspection number	293649

© 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 two Additional Inspectors.

Description of the school

Lillington is smaller than the average primary school. About two thirds of pupils are boys. The proportion of pupils from minority ethnic backgrounds is below average. Few pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is exceptionally high, as is the number of families claiming free school meals. The management team and almost all teaching staff are relatively recent appointments.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. With a new management team and teaching staff, it is improving after a period of declining results.

Starting from a very low base, pupils' personal development and well-being are satisfactory and much improved since the arrival of the current headteacher. Attendance, for example, is above average and pupils' spiritual, moral, social and cultural understanding develops well. Pupils contribute increasingly well to community life as the school expands its role as a hub of local activity. Behaviour was of great concern to staff, parents and visitors but has improved and is now satisfactory.

The pupils make satisfactory progress in their work but standards remain exceptionally low for three reasons. First, children enter school with standards among the lowest in the country and with very low self-esteem, which impedes their learning. Second, the proportion of pupils with learning difficulties or disabilities is exceptionally high, reaching 80% in some classes. Third, the pupils' education was disrupted before this year by a high turnover of staff and significant staff absence. The more stable staffing situation, improvements to the curriculum and the strong personal support given to pupils have improved progress, although staffing has remained a problem in Year 4. Particular weaknesses remain in pupils' investigative skills, notably in mathematics and science, and in the presentation and content of their written work. Provision in Reception has improved and is now satisfactory. The children's first year in the school makes an important contribution to the growth of their self-confidence, which is steadily building their capacity to improve their literacy and other skills.

Teaching and learning are satisfactory and improving. Lessons are carefully planned and well organised, and teachers have improved behaviour through good class management skills, consistent implementation of the new behaviour policy and high expectations. They set targets for pupils, which are clearly understood by pupils in some classes, resulting in good progress. Where this is not the case, progress is slower. The quality of teachers' assessment of what pupils have learned, both in their marking and during lessons, is patchy. A good and much-improved curriculum provides more exciting lessons and a rich range of additional opportunities. These provide experiences which pupils would not otherwise encounter, but the scope for independent investigation in lessons is still limited. Care, guidance and support are good. The good quality of pastoral support for pupils is a major factor in their improving personal development and enjoyment of school. Guidance to pupils on how to improve their work is satisfactory but does not in all cases help them to know if they have achieved targets or how to improve.

Leadership and management of the school are good. The key has been the arrival of the headteacher, who has forged a strong leadership team which is well supported by the governing body. Together they have successfully addressed some of the weaknesses in the school identified in the last report and improved many previously unidentified shortcomings. Good assessment and tracking of progress, for instance, now provide a clear picture of where pupils are and what needs to be done to improve achievement. Monitoring of teaching is good in most respects but does not yet focus sufficiently on the impact of teaching on achievement, and best practice is not shared enough. All involved have a commitment to improve the school and to achieve the clear vision which the headteacher promotes. The recent improvements in the quality of education, and the school's thorough knowledge of what still needs remedying, indicate that it has a good capacity to continue getting better.

What the school should do to improve further

- Improve the assessment of pupils' learning so that they know how well they are progressing and what they need to do to reach higher standards.
- Improve the presentation and content of pupils' written work by raising expectations of what they can achieve and providing more opportunities for practice.
- Develop pupils' investigative skills in mathematics and science.
- Focus the monitoring of teaching more closely on the impact it has on pupils' learning and ensure that the better practice in the school is implemented by all teachers.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of under-performance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' progress is satisfactory across the school except in Year 4, where there have been staffing difficulties during the past year. Standards remain exceptionally low but improved progress is steadily moving the pupils forward, despite their exceptionally low starting points and the learning difficulties which many of them experience. Extra support in lessons and well-targeted small-group and individual work enable those with greatest difficulty to do at least as well as others.

The improvement in pupils' social skills and self-confidence, which is now fostered well, especially in Reception, is enhancing the pupils' capacity to make better progress. They remain less able to work independently than is the case for pupils in most schools. This shows itself, particularly, in their weak investigative skills in mathematics and science. Writing lags behind other skills in English, in the presentation of work and the range and depth of the content.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory and their low self-esteem is beginning to improve. Behaviour has already improved significantly because staff apply the recently developed behaviour management policy consistently well. It is now satisfactory overall and frequently good. In assembly, for instance, behaviour was exemplary but self-discipline is not yet a reality for most pupils.

Pupils enjoy school and usually interact amicably with others. Consequently, bullying is rare and previously high levels of exclusion have fallen. Good attendance greatly helps the steady improvement in pupils' achievement.

Pupils feel safe and their adoption of healthy lifestyles is satisfactory, although in some cases this is reluctant. They appreciate extra-curricular activities, participating actively in a wide range of physical and sporting activities to keep fit. Pupils keenly assist the school and the wider community by undertaking monitor roles, supporting charities and singing for local pensioners. Spiritual, moral, social and cultural understanding develops well. A strength of the school is the way in which the pupils develop their self-esteem and learn to respect and work with others, something that begins well in Reception. Most pupils understand the consequences of their actions. High quality art work shows good cultural understanding. Pupils' preparation for the next stages of their lives is satisfactory. The high level of participation in the 'Children's

University' raises self-confidence and allows pupils to benefit from secondary education, despite the current low level of their basic skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving. The planning and organisation of lessons are generally good. In some classes the teaching builds well on this and accelerates pupils' progress, moving them closer to the standards normally achieved for their age group. However, the quality of teaching is inconsistent and in certain classes teachers do not move pupils along so quickly. The main factor is that in the better lessons teachers ensure that pupils have a clear understanding of their learning targets and, through marking and other forms of assessment, give them good guidance on how to work at a higher standard. Generally, however, the expectations for the presentation and scope of writing are not high enough in relation to what is demanded for the pupils' other language skills.

At present, pupils lack the personal skills to be as self-motivated as usual, for instance, in areas of independent learning, but this is improving slowly. Teachers' behaviour management is good and most pupils need these external controls because self-discipline is not yet strong enough without them. Lessons are much calmer than they were, so pupils are learning better and the pace of improvement is quicker.

Curriculum and other activities

Grade: 2

The curriculum is good. The school has worked hard on planning and now provides an interesting range of motivating projects. Subjects are better integrated and pupils are enjoying their learning more. Teaching assistants play an important role in supporting those with learning difficulties or disabilities with different work, helping them to achieve better. The very few higher-attaining pupils have been identified and are properly challenged in lessons and through the good range of extra-curricular opportunities available. This enrichment is carefully designed to give pupils with relatively limited experience as much opportunity as possible to extend their horizons and raise their aspirations. The curriculum does not provide sufficient opportunity for pupils to develop their investigative skills in mathematics and science, but this is beginning to improve.

Care, guidance and support

Grade: 2

Care, guidance and support are good, showing staff strongly committed to the progress and well-being of each individual. Child protection procedures are robust and risk assessment effective. Good support for vulnerable or troubled pupils ensures that their achievement is not impeded. Difficulties are recognised early and well-informed individual plans support identified pupils' progress properly. Barriers hindering learning such as poor behaviour and low self-confidence are being eroded gradually. Pastoral support is particularly successful in helping many pupils to raise their self-esteem and cope with emotional difficulties. The school uses external agencies such as Health and Family Support to good effect for additional guidance. Good reward systems, recognising a wide range of achievements, including sporting activities and competitions, bolster pupils' self-esteem increasingly well. Inconsistent academic guidance

based upon the assessment of pupils' work means that pupils do not fully understand the significance and use of their targets.

Leadership and management

Grade: 2

Leadership and management are good. Very effective working relationships between staff and the governing body lead to a strong sense of shared purpose throughout the school. The headteacher has a resolute, purposeful vision for the school and provides very clear leadership. This has been instrumental in moving the school forward after a period of difficulty. Strongly committed governors understand current strengths and weaknesses well and challenge the school effectively as critical friends. The need to raise current low standards in core subjects is key to all planning.

Effective analysis of data informs all staff well about pupils' progress. Good self-evaluation of the school's position is honest, analytical and accurate. Monitoring of the school's work is systematic and evaluative in most cases, but the monitoring of teaching requires a sharper focus on its impact on learning and achievement. Finances and resources are managed well and the school runs very smoothly. All staff have worked very hard to rekindle relationships with parents. The school's development as a hub of the community testifies to increasing success in this regard. Communications are good now, but the school is still working on ways to involve parents more extensively in their children's education. The school has worked hard to promote equality of opportunity for all pupils, and has been successful in the past year in ensuring that the high proportion of pupils with learning difficulties or disabilities enjoy school and make at least as much progress as others.

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

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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?	3
The standards ¹ reached by learners	4
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	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
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?	3
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

13 July 2007

Dear Pupils

Inspection of Lillington Primary School, Cubbington Road, Lillington, CV32 7AG

Thank you for welcoming us into your school on the 3rd and 4th of July. We very much enjoyed seeing your lessons, talking to some of you and looking at your work. I am writing to tell you what we found out about your school. The main thing is that your school is satisfactory and getting better and there are some especially good things about it. These are.

- Your behaviour has improved a lot and there are times like assemblies when you show this really well; many of you also take responsibility well, for instance, escorting classes from assembly and representing others on the school council.
- Teaching is satisfactory and getting better; many of you are making much better progress lately because teachers are planning more interesting work for you; they are also finding out much more about your standards and making different kinds of work for different groups; other adults also help a lot when you work in groups.
- Your attendance is better than in most schools.
- Your headteacher and all the adults in school are very good at keeping you safe and are making sure that you all do as well as you can and enjoy your learning.
- You take part in lots of extra interesting things outside lessons and you learn a lot from these.
- To make things even better we have asked Mrs Jandu and the staff to do these things.
- Teachers will be giving you more information about how you can understand your learning targets and progress more quickly.
- They will be looking especially hard at how you can improve your writing and getting you to practise this more.
- Staff are already giving you more problem solving and experiments in mathematics and science and you will be doing even more.
- Adults are going to look more closely at which parts of lessons make you learn best and where you make best progress.

We hope you have a good summer holiday and thank you again.

Janet Simms Lead inspector