

# Legsby Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 120457           |
| <b>Local Authority</b>         | LINCOLNSHIRE LA  |
| <b>Inspection number</b>       | 313624           |
| <b>Inspection date</b>         | 29 February 2008 |
| <b>Reporting inspector</b>     | Roger Brown      |

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

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| <b>Type of school</b>                     | Primary  |
| <b>School category</b>                    | Community  |
| <b>Age range of pupils</b>                | 4-11   |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     |  |
| School                                    | 47   |
| <b>Appropriate authority</b>              | The governing body   |
| <b>Chair</b>                              | Mrs Eva Smith  |
| <b>Headteacher</b>                        | Mrs Linda Laminman   |
| <b>Date of previous school inspection</b> | 7 October 2002   |
| <b>School address</b>                     | Main Street<br>Legsby<br>Market Rasen<br>Lincolnshire<br>LN8 3QW |
| <b>Telephone number</b>                   | 01673 843268   |
| <b>Fax number</b>                         | 01673 843268   |

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is much smaller than average. All the pupils are taught in mixed age classes. A small number of the pupils come from the village and the area around the school, but many travel a considerable distance to get to the school, some as far as 20 miles. Almost all the pupils are from White British backgrounds. The number of pupils entitled to free school meals is below the national average, but the proportion of pupils who require extra help and support with their learning is very high. It is much higher in some year groups, at times forming over two thirds of a cohort. The number of pupils who have a statement of special educational need is also high. The majority of children start school with standards that are exceptionally low compared to the national expectations. Pupil turnover is very high: over two thirds of the pupils in the older year groups begin their schooling elsewhere.

The school has an Investors in People Award and an Activemark Certificate for exceptional sports delivery.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Legsby Primary School provides a satisfactory education for its pupils. It serves a diverse rural community. Many parents choose to send their children here and are prepared for them to travel a considerable distance to get to school. As one parent wrote: 'We moved our daughter here over three years ago, and have never looked back. Her self-confidence and esteem grew within the first week.' The school focuses on developing polite, friendly, caring and well-behaved pupils who enjoy their learning. It excels in this respect and, as a result, attracts more and more pupils with a range of learning and behavioural problems.

The nature of the school has changed markedly since the last inspection, at which time standards were above average. Children starting in the Foundation Stage rarely begin with the level of language skills or social skills that are expected for their age. The overall standards attained by pupils in English, mathematics and science at the ages of 11 are well below those found nationally. The speaking and listening skills of some pupils are weak. Nevertheless, given their low starting points, pupils' achievements are satisfactory. Pupils who start school in the Foundation Stage and stay until the age of 11 make good progress. There is good support for the pupils who need extra help and guidance with their work and, as a result, they too make at least satisfactory progress. Work with the high school allows the more able pupils opportunities to shine and excel.

The school's notable success in tackling the social and emotional aspects of learning arises from strong leadership and a thoughtful and well-planned curriculum for these areas. However, the length of the school day is too short, reducing the time for teaching and learning because it is below the recommended minimum level. Even so, the very effective teamwork that characterises all the staff interactions is sharply focused on the school's clearly expressed values. Good manners, courtesy and respect for others are regular topics discussed by everyone, staff, parents and pupils. All aspects of this work are recorded, monitored, and evaluated carefully. Consequently, the pupils' personal development and well-being are good, and in some respects excellent. Similarly, the care, guidance and support they receive are good. The staff have adjusted to the changed nature of the school and they now have procedures in place which, together with improvements in teaching, are starting to guide and accelerate all pupils' academic progress more effectively.

The school's leadership and management are satisfactory. The headteacher and governors have worked hard to secure improvements to the quality of provision on the site, which is now much improved. This, together with the improvements to the pupils' academic guidance and the quality of teaching and learning, provides a satisfactory basis for the school's capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children starting in the Foundation Stage have little pre-school experience and are unused to socialising, so their skills are exceptionally lower than those expected for their age. Adults focus on developing children's social skills to help them adapt to school quickly and they make good progress, so that by time they move into Year 1, they achieve levels that are just below those expected nationally. Good leadership by the teacher and successful teamwork from all the staff enhance children's learning well. Carefully planned teaching and rigorous assessments inform

each step in the children's development. The curriculum is effective, ensuring there is a wide range of interesting and challenging tasks for the children in a well-structured learning environment indoors and outside.

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

- Raise standards in the core subjects of English, mathematics and science by further accelerating learners' progress.
- Extend and develop the speaking and listening skills of the pupils.
- Re-assess the organisation of the school day to ensure that the time for teaching and learning matches the minimum national recommendations.

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

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. The standards attained by pupils in English, mathematics and science have been well below national expectations at both key stages for some time and remain so. However, there is good evidence of recent improvements, and the school's tracking system shows that pupils are starting to make better progress than previously. Pupils starting at the school and remaining until the end of Year 6 now make good progress, but some who join the school later make only satisfactory progress. Many pupils transfer to the school with a range of social, emotional, behavioural and academic difficulties and are supported effectively, but the school does not always have them long enough to effect significant progress. Another factor limiting the achievement and standards of the pupils is the reduced time for teaching and learning compared to the statutory requirements.

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

### **Grade: 2**

The pupils really enjoy school. They say that they are listened to, cared for, and respected. They feel that they are part of a caring community. Pupils get good preparation for the next stage of their education, although their basic skills are underdeveloped. The school has no hall and only a small field and playground, but all pupils get good opportunities for sport and understand how to adopt a healthy lifestyle. Pupils' horizons are broadened and enhanced by the experiences they get at school and, as a result, their spiritual, moral, social and cultural development is good. Pupils' behaviour is good overall: it is excellent in lessons but a few struggle to conform out of class. The school's effective partnership with the local authority's behaviour service gives good support to these pupils and so they are learning to adjust to the very high expectations that the school puts upon them. Attendance is good; staff work hard to make sure that pupils always attend and are on time, and the level of absence is decreasing.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Lessons are well organised, well resourced and imaginatively presented. Teachers and teaching assistants have excellent relationships with each other and with the pupils. This is particularly

effective in supporting pupils who have specific learning needs. Assessment procedures are now accurate and comprehensive, allowing teachers to focus on the next steps each pupil needs to take. Teachers accurately track the progress of pupils. However, the data indicates that, until recently, pupils were not making sufficient progress. The improved practice has, as yet, only had limited impact in raising standards.

## **Curriculum and other activities**

### **Grade: 3**

The school makes satisfactory provision for teaching the essential literacy, numeracy and information and communication technology. However, there is insufficient emphasis on developing the speaking and listening skills of pupils. Staff have begun to plan successfully to improve pupils' understanding of problem solving. They now ensure that all pupils have sufficient expertise and understanding to apply their knowledge in new or different circumstances. In addition, the planning for social and emotional aspects of learning is very effective. Pupils get a rich diet of interesting work, building their wider knowledge and understanding very creatively. A good range of worthwhile extra-curricular activities promotes pupils' enjoyment of learning.

## **Care, guidance and support**

### **Grade: 2**

Pupils rightly believe that the care, guidance and support they receive are good. They all know and understand from the marking in their books and their target setting sheets what they have done well, what they need to improve, and how they should set about doing this. Pupils are proud to be at the school, speaking enthusiastically about how their work is valued and praised by the staff. Teaching assistants are deployed very effectively, and their work gives great support to individual pupils' development. Safeguarding and child protection procedures are well established and rigorously maintained.

## **Leadership and management**

### **Grade: 3**

The school runs smoothly and the strong teamwork in the school is exemplified by high quality relationships at all levels. The headteacher and governors know the school's strengths and weaknesses well. This is shown in the honest and accurate appraisal contained in the school's self-evaluation. At the time of the last inspection, the minor issues for improvement were addressed, but then the school's intake began to change. Everyone, including the subject leaders, is now focused on raising the standards higher, but the impact of this work is only just beginning to show improvement. The school's budget is managed carefully and, although there is currently a higher than recommended carry forward, this has been approved to continue to improve the provision.

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## 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? | 3   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 2   |
| The effectiveness of the Foundation Stage   | 2   |
| The capacity to make any necessary improvements   | 3   |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> 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?                                  | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 1 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 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?          | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported?   | 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.



## Annex A

**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 leaders and managers use challenging targets to raise standards  | 3   |
| The effectiveness of the school's self-evaluation  | 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  | 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**

29 February 2008

Dear Children,

Inspection of Legsby Primary School. Market Rasen LN8 3QW

Thank you for being so friendly when I visited your school. I would like to share with you what I found out when I spent time in your lessons and talked with you and your teachers.

I was impressed by the way that everyone gets on so well together in your school. I took careful note of the fact that Year 6 told me how important it is that everyone should understand what a friendly, polite and caring school you go to. They stressed to me that because it is a small school, all the adults know you very well and they take particularly good care of you. I was also impressed with the many changes and improvements that have been made to your school building.

Best of all, I was delighted to see that the standard of your work is improving. It was clear to me that you all try hard with your work. However, although your work is getting better, I would still like your teachers to find more ways to help you to progress even faster, especially those of you who move to the school after starting school elsewhere. I would particularly like your teachers to help those of you who need more help in developing your speaking and listening skills, as I believe that this will give you more confidence in what you are doing.

Whilst talking to your teachers, I could see that they have many good ideas to improve your work. I would like them to try to find ways to extend the amount of time they spend teaching you, as I think that this will help you all to learn more effectively.

Thank you once again for your warm welcome.

All the best for the future.

Roger Brown