

# Leslie Manser Primary School

## Inspection report

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<b>Unique Reference Number</b>	120509
<b>Local Authority</b>	LINCOLNSHIRE
<b>Inspection number</b>	313644
<b>Inspection dates</b>	28–29 June 2007
<b>Reporting inspector</b>	Lynne Blakelock

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	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jo Leeder
<b>Headteacher</b>	Mr Adrian Jones
<b>Date of previous school inspection</b>	24 March 2003
<b>School address</b>	Kingsdown Road Doddington Park Lincoln Lincolnshire LN6 0FB
<b>Telephone number</b>	01522 688328
<b>Fax number</b>	

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average size school which serves pupils from two large housing estates on the outskirts of the city. Children start at school with levels of knowledge and skills that are below those expected nationally. Their circumstances vary but a higher than average percentage are from socially and economically disadvantaged backgrounds. Almost all pupils are of White British origin and their first language is English. A lower than average number are entitled to free school meals or have a statement of special educational need. A higher than average number of pupils have learning difficulties or disabilities. Learning has been disrupted this year, particularly in Years 5 and 6, by long term staff absences.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Leslie Manser Primary School is providing a satisfactory standard of education, which is how the school sees itself. The school has made adequate improvement since the last inspection, provides satisfactory value for money and demonstrates sound capacity to improve. The new headteacher is succeeding in putting the school on a firmer footing, with effective support from the local authority.

Leadership and management are satisfactory. Carefully thought out systems and practices are having satisfactory impact on the school's performance. This is already evident in the improved standards attained at Key Stage 1. Parents recognise this and praise the improvements being made by the headteacher. At present, a depleted management team is restricting the rigour and regularity of evaluation of the school's performance. Governors work hard and are supportive but do not yet have a fully accurate overview of the work of the school.

The headteacher's actions in introducing systems for tracking pupils' progress have been instrumental in the rise in standards at Key Stage 1 in 2007. From being exceptionally low in the recent past, standards in this key stage are now below average in reading, writing and mathematics. Pupils with learning difficulties and disabilities make good progress through the school and the progress of other pupils is satisfactory. School information and inspection findings show that by the end of Key Stage 2 pupils' attainment in English, mathematics and science is below average. Children make satisfactory progress through the Foundation Stage, reaching below average standards in their early learning goals.

The pupils' satisfactory progress matches the satisfactory quality of teaching through the school. Whilst there are examples of good teaching and marking, there is some inconsistency. Information that teachers have about pupils' levels and learning is not always used consistently enough to ensure that work is matched to their needs. In the Foundation Stage, children's progress is sometimes slowed by learning activities not being regularly and sufficiently structured towards improving literacy, numeracy and personal development. Pupils are enthusiastic about learning, enjoy finding out for themselves and working with others to solve problems. Knowing their targets is proving to be a motivational force for improving progress.

This is a caring school in which pupils work and play happily together. Their personal development is good and they demonstrate positive behaviour and attitudes. They participate enthusiastically in activities which provide effective support for the local community. Pupils feel safe because the school has satisfactory procedures to protect and help them. Their understanding of how to keep healthy is good. Care, guidance and support are satisfactory overall. Close links with agencies also support pupils' specific needs. Good support is provided for pupils with learning difficulties.

The curriculum is satisfactory. Learning opportunities across subjects promote pupils' interest and enthusiasm. The role of Leslie Manser as a pilot in the Second World War permeates school life, enriching learning in its broadest sense. From the time children start school, literacy and numeracy are the basis of learning. The children in the Foundation Stage, however, do not always have sufficiently exciting learning experiences to stimulate them to work towards their early learning goals. This applies also to the outdoor learning area, which lacks the range of equipment to extend indoor learning. There is a satisfactory range of after-school activities and visits which pupils really enjoy and which give them a chance to develop new skills.

## What the school should do to improve further

- Raise standards in English, mathematics and science by ensuring that all teachers use assessment information effectively to meet the needs of pupils of all abilities.
- Improve the quality of the curriculum and resources in the Foundation Stage so that children can make better progress.
- Increase the rate of progress that the school is making by establishing a leadership and management structure which gives subject leaders and governors a more prominent role in evaluating the performance of the school.

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

## Achievement and standards

### Grade: 3

Although the standards that pupils attain are below average, their achievement through the school is satisfactory. The progress of pupils with learning difficulties or disabilities is good. Children make satisfactory progress through the Foundation Stage, attaining below average standards in their early learning goals. In recent years, standards at the end of Key Stage 1 have been exceptionally low but this year assessments show that they have risen to below average and an increasing number of pupils have reached higher levels in reading and mathematics. Inspection findings as well as the school's predictions indicate that present Year 6 pupils have continued to attain below average standards in English, mathematics and science and have made satisfactory progress through the school from their starting points. A lower percentage of pupils reach or exceed expected levels at Key Stage 2 than found nationally.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Almost all pupils behave well and act on a clear understanding of what is right. They enjoy school and, as a result, attendance has improved to a level that is in line with schools nationally. Pupils' spiritual, moral, social and cultural development is good. Assemblies are rousing times, when pupils demonstrate not only the capacity for reflection, but also respect for their own and others' achievements. Pupils have a good knowledge of other cultures and have positive attitudes to diversity. There is a good uptake of healthy lifestyles and pupils know how to keep safe. The work of the school council and the playground buddies enables them to make a positive contribution to the school community. They are, rightly, proud of having made the playground a safer and happier place. Pupils support charities; their work with the RAF 50 and 61 Squadron Association makes a good contribution to the wider community. Positive attitudes to learning and improving basic skills equip pupils satisfactorily for their on-going education and for the future world of work.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. Relationships between teachers and pupils are good and help to promote positive attitudes towards learning. Pupils particularly enjoy

learning when it involves problem solving and working in small groups or when teachers use computers to support learning. In some lessons teachers make good use of discussion and questioning, which helps to move pupils on in their learning. However, the pace of learning is not always fast enough, so pupils lose focus on the purpose of the lesson. Assessment information is not always used carefully so that activities do not match closely enough the levels at which they are working. In the Foundation Stage, children's activities are not always structured as clearly as in the rest of the school to ensure the objectives of the lesson are achieved. All pupils know their targets but marking of their work does not regularly tell them what they have achieved or how to make further progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall. The curriculum in Years 1 to 6 meets national requirements and there is a satisfactory emphasis on developing the basic skills of literacy, numeracy and information and communication technology (ICT). Staff have begun to link subjects in order to make pupils' learning relevant and to reinforce core skills, as seen in science week. The Foundation Stage curriculum provides a variety of learning opportunities but the outdoor curriculum does not extend the range available and, overall, activities do not provide exciting learning or resources. Provision for pupils with learning difficulties or disabilities is good. Moves to foster the abilities of gifted or talented pupils are at an early stage of development. The school extends the basic curriculum with educational visits and a range of extra-curricular activities, which add to pupils' enjoyment of school, although pupils and parents would like there to be more of these.

## **Care, guidance and support**

### **Grade: 3**

Provision for care, guidance and support is satisfactory. Procedures are in place to keep pupils safe. These include satisfactory risk assessments to ensure safety on the premises and during some staff and pupil activities. Monitoring by the headteacher ensures that safe practice is the norm. Day to day care of pupils is good and close links with outside agencies offer specialist support to vulnerable pupils. Effective support by teaching assistants for pupils with learning difficulties or disabilities encourages their good progress. Pupils of all abilities have targets, which they understand and are well motivated to achieve. Guidance that helps pupils to improve their work has been an important factor in increasing their progress in English and mathematics. However, these arrangements do not yet extend to other subjects.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher, in post for almost a year, has quickly identified the priorities for the school and his evaluation of the school's performance is accurate in many aspects. He is working constructively with the local authority, which is providing intensive support to help raise standards. The work of the literacy and numeracy managers is having a positive impact on the progress of pupils, particularly at Key Stage 1. Plans to stabilise staffing and to extend the leadership team are well underway but, until they are in place, the headteacher remains responsible for many aspects of school improvement, some of which are in the early stages of development. This results in irregular monitoring and

evaluation of the school's work. Governors are conscientious supporters of the school. They are not yet wholly involved in planning or evaluation of its work so that they are able to challenge it fully.

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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	<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 quality and standards in the Foundation Stage	3
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>	3

<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 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

2 July 2007

Dear Pupils

Inspection of Leslie Manser Primary School, Lincoln, LN6 0FB

Thank you for making Mr Storer and me so welcome when we visited you recently and for telling us so much about your school. We very much enjoyed talking to you. This letter will tell you the judgements that we have made following our two day inspection of your school.

Your school is a happy school in which you feel safe and cared for. You behave well and treat others with care and consideration. We were pleased to see that you understand the need to live healthily. Many of you enjoy learning, especially when you can use computers or carry out experiments and you told us that your targets help you to make progress. We were impressed that you all know your targets. At present, most of you are making satisfactory progress but those of you who need extra help with your learning are making good progress.

You like having responsibilities around the school and say that you wish there were more opportunities to help out. Many of you also help your local community by giving your time and gifts. You are proud of the school's links with the RAF and your own museum. You also enjoy after-school activities and want more!

There are important ways in which your school can do better. The levels that you are reaching in English, mathematics and science need to improve. To help this we have asked Mr Jones to make sure teachers use the levels to plan work more carefully. We have also asked Mr Jones to look at learning in the Foundation Stage and to make sure that the outdoor area has much more exciting playing and learning equipment. This will mean that the youngest children can learn in a great many different ways and make quicker progress. Also, Mr Jones, the staff responsible for subjects and the governors are going to check all of the work of the school regularly to make sure that everything that is happening is as good as it can be.

We send you our best wishes for the future.

Lynne Blakelock

Lead Inspector