

# Leighterton Primary School

## Inspection report

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<b>Unique Reference Number</b>	115507
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	326209
<b>Inspection date</b>	19 May 2009
<b>Reporting inspector</b>	David Townsend HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	107
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Kerr
<b>Headteacher</b>	Jenny Kiss
<b>Date of previous school inspection</b>	11 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Leighterton Tetbury GL8 8UH
<b>Telephone number</b>	01666 890273
<b>Fax number</b>	01666 890576

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

- Has the school addressed the dip in the school's writing results, especially at the higher levels in Key Stage 1?
- Are pupils of all ages clear about what they have to do to improve their work?
- Do leaders and teachers track pupils' progress effectively, and use targets well to drive improvement?

Evidence was gathered from observations of lessons, assemblies and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff and governors. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small school serves a wide rural area. The majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average. Children start at the school with attainment that is above that typically expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Leighterton Primary School provides a good standard of education. Its supportive ethos enables pupils to really enjoy school, achieve well academically and develop exceptionally well as individuals. Parents are overwhelmingly pleased with the provision on offer, as one wrote, '...my child has flourished – she really looks forward to going to school every morning'.

Pupils' personal development and well-being are outstanding. Pupils know very well what constitutes a healthy lifestyle and talk knowledgeably about what they need to do to keep safe. Their social, moral, spiritual and cultural development is good. They are reflective and responsive during assemblies and have learnt much about life for children on another continent from Leighterton's active links with a school in Ethiopia. Relationships between pupils and adults are very good. Each individual is valued and respected. Pupils respond with excellent behaviour and very good attitudes to learning. They channel this enthusiasm for their school and make a good contribution to its development as a community. They are fully aware of local and global environmental issues and regularly raise funds for charity. Pupils are given a voice in the development of the school, regularly taking on responsibilities and working in teams. This, and their strong basic skills, means pupils are very well prepared for their future economic well-being.

Pupils, including those with learning difficulties and/or disabilities, generally achieve well in the school. Standards are above average at the end of Key Stage 1 and well above average by the time pupils leave Year 6. In last year's national tests, over half of pupils reached the higher Level 5 in English, mathematics and science. However, in Years 1 and 2 in particular, attainment and progress in literacy trails that in numeracy, with too few pupils reaching the higher levels in writing. The headteacher has taken decisive action, through consultation with the network of local schools and the local authority, to introduce new teaching strategies. Much emphasis is now placed in lessons on helping pupils to identify and adopt in their own writing the key features of each genre, such as poetry, stories and non-fiction accounts. They also get more opportunities to write in these styles when studying subjects across the curriculum. In Years 1 and 2, full emphasis is given to helping pupils identify the links between sounds and letters and to use these skills in their own reading and spelling. More able pupils of this age are now getting good opportunities to write independently at length. Consequently, progress rates in writing are now good.

Teaching is consistently good. Teachers fully involve pupils in their own learning. They always share the learning objectives and the criteria by which successful work will be judged and this is helping pupils become independent, self-assessing learners. They get regular opportunities to discuss their ideas with 'talk partners'. Pupils of all abilities do well because teachers plan lessons carefully and use resources effectively to ensure their needs are met. Teaching assistants provide good, focused support to all pupils, including those with additional learning needs.

The good curriculum provides a strong emphasis on the development of pupils' basic skills in literacy, numeracy and information and communication technology. There are also good links made between subjects and an effective range of extra-curricular activities on offer. Educational visits and visitors to the school make an important contribution to ensuring the curriculum is relevant and exciting for the pupils. An effective programme for social and health education supports pupils' excellent personal development. More able pupils are challenged, particularly

in literacy and numeracy lessons, with specific learning objectives. On occasion, they are not challenged sufficiently in other subject areas.

The school has a strong commitment to the care and well-being of pupils. This is evident in lessons, around the school at playtimes, and from parental feedback. Health and safety procedures are comprehensive. Safeguarding and child protection procedures fully meet requirements. The school works well with parents and external partner agencies to promote good progress for pupils. The specific guidance they receive in groups about how to improve their work is good in lessons. However, there remains a lack of consistency in approaches to target setting for individual pupils.

Leadership and management are good. The headteacher has united the staff and governors behind her inclusive vision for the school. Senior leaders take care to continually evaluate the quality of teaching and learning and the curriculum on offer to pupils in order to seek improvements. There is an accurate understanding of the school's strengths and priorities for improvement through effective self-evaluation. Improvements made since the last inspection to the way pupils' progress is assessed and tracked have helped the school monitor the learning journey of each pupil more closely. The school sets challenging predictions for pupils' future attainment. However, leaders do not use targets incisively enough to measure the impact of its improvement work. Subject leaders have led new developments to promote independent learning. They have begun to do some monitoring of their implementation but this facet of their role is underdeveloped. The committed governing body discharges its statutory responsibilities diligently. It holds the school to account for the standards achieved and plays a full and active part in determining the school's future strategic direction. The school makes a good contribution to promoting community cohesion through close local partnerships and links with schools internationally. Given its track record, the school has a good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make a good start at the school because of the good provision in place for the Reception year. An outstanding feature is their extremely good personal development. Children are given good support to achieve well in their learning and generally start Year 1 having reached above average standards across the areas of learning. Well-designed play-based activities help children develop a full range of skills and the ability to work alongside others. Each child's progress is assessed carefully. The Early Years Foundation Stage is well led and managed. Improvements to the quality of provision have been secured; for example, in the way planning is more closely informed by the children's interests and in the effectiveness of methods for tracking their achievement.

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

- Sharpen systems for using targets to drive school improvement and help pupils make more rapid progress in their learning.
- Develop subject leaders' monitoring role in analysing the impact of teaching on pupils' learning and achievement.

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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
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### 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
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 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 eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 May 2009

Dear Pupils

Inspection of Leighterton Primary School, Leighterton, GL8 8UH I am writing to let you know how much we enjoyed our visit to your school. It was a pleasure to meet and talk with so many of you. We very much appreciated the help you gave us during the day. You will be pleased to know that we think Leighterton Primary School provides a good standard of education. Here are the things we like about your school:

- You are very polite and caring, behave very well indeed and develop as thoughtful and respectful young people.
- You get off to a good start in Reception and continue to make good progress during your time in the school.
- You really enjoy school and the many activities on offer to you beyond the school day.
- Your teachers really involve you in your own learning and you respond well with very positive attitudes to improving your work.
- The adults in your school provide very good care for you all and this helps make Leighterton a very happy place to be.

The challenge now is to help you make even more rapid progress in your learning. I have asked your teachers to:

- Use learning targets more regularly to help you improve your work and to help leaders know how well you are making progress.
- Help teachers in charge of subjects to be more involved in checking how well lessons are helping you all move forward in your learning.

We very much enjoyed our time in your delightful company and wish you all every success in the future.

Yours faithfully

David Townsend Her Majesty's Inspector