

Leigh Primary School

Inspection report

Unique Reference Number	106225
Local Authority	Tameside
Inspection number	336637
Inspection dates	17–18 May 2010
Reporting inspector	Diane Auton

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair	Mrs Sue Shawdale
Headteacher	Mrs Sue Mott
Date of previous school inspection	28 February 2007
School address	Walker Lane Hyde Cheshire SK14 5PL
Telephone number	0161 3683366
Fax number	0161 3682176
Email address	head@leigh.tameside.sch.uk

Age group	3–11
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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 13 teachers in their classrooms. They held meetings with members of the governing body, staff, groups of pupils, and parents and carers. Inspectors observed the school's work and looked at a range of documentation, including information about pupils' progress and attainment, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in 62 completed questionnaires. They also took into account the views pupils and staff expressed in their questionnaires.

- the rate of pupils' progress in all subjects, but particularly in mathematics and in Key Stage 2
- current standards of attainment and whether pupils are on track to reach the expected levels in English and mathematics by the end of Key Stage 2
- the impact of leadership and management on raising standards and on closing attainment gaps between subjects and key stages.

Information about the school

This large primary school serves an ethnically diverse community. Its pupils come from a range of backgrounds and heritages, including Asian, British and African. A significant proportion of pupils are at an early stage of learning to speak English as an additional language when they start school. The proportion of pupils known to be eligible for free school meals is greater than that found in most schools; the proportion with special educational needs and/or disabilities is above average. The school has experienced a number of staff changes and several long-term absences of staff since its last inspection. The school provides a breakfast club and after-school activities for pupils. Since its last inspection the school has gained the Activemark for the second time.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school's capacity to improve is inadequate because its leaders have not developed a clear, strategic long-term plan for improvement. The governing body is not effectively holding the school to account. Some of the improvements achieved since the last inspection are fragile and have not been sustained over time. The school's self-evaluation is over-optimistic. The effectiveness of actions that have been taken to secure improvement is overstated and their limited impact on raising standards has not been taken into full account. The school does not fully meet all of its statutory duties to ensure that pupils are safeguarded.

The school has not made sufficient improvement since its last inspection. Attainment is significantly below average and has been for the past five years. When the school was visited by one of Her Majesty's Inspectors in 2008 it was noted that progress in Key Stage 2 was inadequate and this continues to be the case. Attainment in mathematics is particularly low and the school has not been able to raise it.

Failure to bring about sustained improvement is partly the result of weak strategic planning. It is also linked to the fact that leaders have not been able to assure consistency in the quality of teaching or to manage staffing changes effectively. This has had a negative impact on outcomes for pupils, which are currently inadequate. The quality of teaching is very variable. It is inadequate overall because, despite a small number of effective practitioners, the majority of teaching is not as strong. These weaknesses have not been tackled successfully through effective monitoring. Most teachers do not use assessment effectively to support pupils' learning and progress. The quality of marking is often inadequate and the use of learning targets for individual pupils has not been developed sufficiently. As a result, pupils do not have enough guidance to improve their work and do not understand what the next steps in their learning should be.

Behaviour is satisfactory and pupils have a good understanding about the importance of keeping fit and healthy. They say they enjoy school but their attendance is well below average and is not improving.

What does the school need to do to improve further?

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- Raise attainment in mathematics to bring it in line with national expectations, by ensuring that methods of teaching numeracy are applied consistently and effectively by all staff.
- Improve the quality of teaching, so that it is consistently good or better, by:
 - - rigorous and effective monitoring of the quality of teaching
 - - developing the effective use of ongoing informal assessment in lessons
 - - ensuring consistency in the quality of marking and in the use of learning targets for individuals, so that pupils always have a clear picture of what they need to do to improve their work and of what the next steps in their learning should be.
- Improve the impact of leadership and management on raising attainment and ensure that the school meets all of its statutory responsibilities by:
 - - developing and implementing a strategic long-term plan for the school's improvement, tailored to meet the needs of the school and its pupils
 - - ensuring that provision to safeguard pupils meets all statutory requirements
 - - ensuring that the governing body provides challenge as well as support and that it holds the school fully to account for pupils' attainment and progress and for the quality and effectiveness of safeguarding provision.
- Improve attendance, by developing and implementing a programme of concerted and effective actions to promote good attendance.

Outcomes for individuals and groups of pupils**4**

In the best lessons pupils show interest and enthusiasm for learning; in most lessons, however, they are relatively passive. Pupils cooperate and apply themselves to their work. They enjoy opportunities to work with a partner or in a group and these, when they occur, enable them to develop their thinking and confidence in contributing their ideas. From below-average starting points on entry to Key Stage 1, pupils do not make enough progress and the standards they reach by the end of Year 6 are significantly below average. Some improvement was seen in 2009, when test results rose to broadly average in all subjects in Key Stage 1 and in English at Key Stage 2. The school has struggled to sustain these improvements in the current year. Attainment in mathematics has dipped again to well below average in Key Stage 1 and continues to be very low in Key Stage 2. Attainment in English is improving and is broadly average overall, although more-able pupils do not reach the higher levels in English. The school's tracking information shows that pupils in most year groups have made satisfactory progress during the current year, but this is not enough to ensure that they are securely placed to reach nationally expected levels by the end of Key Stage 2. Pupils with special educational needs and/or disabilities make satisfactory progress in relation to their abilities and starting points as a result of supportive provision made for them. Those who speak English as an additional language make progress and achieve in line with their peers.

Pupils show good awareness of issues related to healthy living. They enjoy taking responsibility as school councillors. They show a satisfactory understanding of the sound moral values the school promotes, reflected in their satisfactory behaviour and the

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considerate attitudes they usually demonstrate. They show a developing awareness and understanding of the range of faiths and cultures represented in their community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In most of the lessons seen teaching lacked the quality needed to ensure that pupils make enough progress. In many lessons, pupils' interests are not engaged and learning tasks are poorly planned and lack clear purpose or direction. Pupils are sometimes unsure about what is expected of them. The school has introduced a range of additional interventions to support learning and progress in mathematics, including some small-group teaching and support for individuals. However, these are not being used consistently enough so their impact is insufficient. Although their books are usually marked regularly, pupils are not always given clear enough advice about how to improve their work. The use of individual learning targets is not developed well enough to point them to the next steps in their learning. Formal assessment takes place every term and this gives teachers an overview of how well pupils are doing. In lessons, however, opportunities for informal assessment are often missed, and this means that teachers

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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are not sufficiently proactive in responding to pupils' learning needs. In the small number of effective lessons seen, good or better teaching had a positive impact on pupil's learning and progress; in those lessons teaching assistants also contributed well to pupils' learning.

The curriculum is appropriately broad and balanced but does not secure satisfactory achievement and is therefore inadequate. Opportunities for pupils to practise and extend their basic skills through work across other subjects are starting to be found, but this improvement is still at a developing stage. The curriculum is enriched by opportunities for pupils to develop skills in sports, creative and performing arts and a modern foreign language. Further enhancement is added through visits, including residential trips, and visitors to school. Well-planned provision for pupils with special educational needs and/or disabilities ensures their inclusion and access to learning and enables them to make satisfactory progress.

The school works sensitively to support pupils and their families whose circumstances may make them vulnerable. This is helping to break down the barriers to learning and progress that some pupils encounter. The breakfast club provides a happy start to the day for those pupils who attend. Steps being taken to promote good attendance have not yet proved to be effective and attendance remains well below average.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Many of the weaknesses identified at the last inspection still remain. The drive to improve is not strong enough and some of the improvements that have been achieved are still fragile; for example, the rise in attainment in Key Stage 1 in 2009, which has not been fully sustained. Improvements in provision in the Early Years Foundation Stage are more robust and this means that children now make a satisfactory start to their education. The school has worked closely with the local authority and with external consultants over recent times and efforts have been made to make provision more effective. However, despite this support, leaders have not developed a clear and measured long-term plan for the school's improvement. The current short-term plans are confused and are not sufficiently strategic. Monitoring of teaching is unsystematic and relies too heavily on the input of external consultants; this largely accounts for ongoing concerns related to inadequate teaching. Middle leaders do not contribute fully to assuring the quality of provision and opportunities have not been identified for them

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to do so. The governing body is supportive, but has not been able to hold the school to account or to influence effective action to raise standards.

The school makes a satisfactory contribution to community cohesion through its developing local and community partnerships. The school has an overview of how well different groups of pupils are doing in comparison with each other; however, it does not use this information well enough to help to make a positive impact on pupils' attainment and progress and this, together with weak teaching, has a negative impact on pupils' equality of opportunity. Safeguarding regulations and duties are not fully met: risk assessments are not carried out systematically and key staff do not have up-to-date training in child protection and health and safety. Provision for safeguarding is not monitored sufficiently to ensure that it is appropriately robust.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Most children enter the Nursery class with skills that are lower than those typical for their age. They make satisfactory progress in the Early Years Foundation Stage. By the end of the Reception Year, although attainment is still below average, children have positive attitudes and are happy, interested learners. The overall quality of teaching is satisfactory, although some good teaching was also seen. Children are provided with a stimulating learning environment, both indoors and in the attractive outdoor area. There is an appropriate balance of activities chosen by the children and those led by adults, and children are thereby supported in developing the skills that lead to independence. Assessment practice is improving and is now supported by a range of evidence gathered

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through observations of the children in their activities. Staff have begun to use this to plan the next steps in children's learning. The setting is effective in supporting children with speech and language difficulties and those learning to speak English as an additional language. Children interact well with each other and enjoy trusting relationships with the staff; as a result, they grow in confidence and are ready to learn. They settle quickly because induction procedures are sensitive and the staff forge positive relationships with parents and carers. A temporary leader is currently managing the setting competently, with the staff team working together to ensure that everything runs smoothly on a day-to-day basis. Procedures to ensure children's welfare meet requirements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About one fifth of parents and carers responded to the questionnaire. Most of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. A number of parents and carers were critical of the school's management of unacceptable behaviour; however, the team did not see evidence to support this viewpoint during the inspection, finding that pupils' behaviour is satisfactory and that it is managed satisfactorily by the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leigh Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 316 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	56	26	42	0	0	1	2
The school keeps my child safe	23	37	35	56	3	5	0	0
The school informs me about my child's progress	20	32	35	56	6	10	1	2
My child is making enough progress at this school	21	34	34	55	5	8	2	3
The teaching is good at this school	23	37	32	52	3	5	0	0
The school helps me to support my child's learning	17	27	34	55	7	11	0	0
The school helps my child to have a healthy lifestyle	13	21	46	74	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	13	45	73	3	5	0	0
The school meets my child's particular needs	18	29	36	58	5	8	0	0
The school deals effectively with unacceptable behaviour	9	15	38	61	11	18	4	6
The school takes account of my suggestions and concerns	10	16	37	60	8	13	5	8
The school is led and managed effectively	12	19	36	58	6	10	1	2
Overall, I am happy with my child's experience at this school	13	21	40	65	8	13	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2010

Dear Pupils

Inspection of Leigh Primary School, Hyde, SK14 5PL

Thank you for making the inspection team so welcome when we visited your school.

As you know, we came to see how well the school is doing. We have judged that, although there are several satisfactory aspects of your school, there is much to be improved. Many of you do not make enough progress so the school has been placed in 'special measures' to help it make the necessary improvements.

We saw that you are polite and caring young people and that, especially when the teaching is good, you do your best in your lessons. We think that the Early Years Foundation Stage gets your education off to a happy start and we were pleased to hear that you enjoy going to breakfast club and taking part in activities after school.

We have asked for a number of improvements to be made. Standards in mathematics are too low and they need to rise in the next school year. Teaching is not always as effective as it could be. We have made several recommendations about how this could be improved. For example, we have asked your teachers to provide you with more advice when marking your work to help you to improve it. We have also asked teachers to set you individual learning targets for English and mathematics and to use these to help you make progress. The school is to put in place an effective plan that will help all of the improvements happen quickly. It also needs to check and implement urgently all safeguarding procedures. Finally, more rigorous procedures are to be put in place to improve attendance. It is very important for you not to miss out on your learning.

You can help to improve your school by continuing to do your best in your lessons, by being good and caring friends to each other and by making sure that your attendance is good. I wish you all the very best for the future.

Yours sincerely

Mrs Diane Auton

Lead Inspector

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