

Leighton Primary School

Inspection report

Unique Reference Number	110743
Local Authority	Peterborough
Inspection number	337561
Inspection dates	20–21 April 2010
Reporting inspector	Ruth Frith

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 of pupils on the school roll	291
Appropriate authority	The governing body
Chair	Dr Andrew Marlow
Headteacher	Mr Philip Stewart
Date of previous school inspection	5 February 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 23 lessons and observed 14 teachers. They held meetings with governors, staff and pupils. They observed the school's work, and looked at a wide range of documentation which included the school's analysis of pupils' progress, teachers' lesson plans, the school's development plan and pupils' work. In addition, the questionnaire responses of 127 parents and carers, 39 staff and 100 pupils were analysed and their comments taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- progress and standards with a particular focus on reading and writing, pupils who speak English as an additional language and more able pupils
- the accuracy of teacher assessment, particularly in pupils' writing
- the impact of the work of the relatively new senior leadership team, particularly in relation to school self-evaluation and capacity for sustained improvement.

Information about the school

This is a larger than average sized primary school. The large majority of pupils are from White British backgrounds with other pupils coming from a range of minority ethnic groups. A few, but increasing number of pupils speak English as an additional language and nearly half of these are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is double the national average. The proportions of pupils that have special educational needs and/or disabilities and those with a statement of special educational needs are high. The school operates local authority funded provision for children with autism. A much higher than average proportion of pupils join or leave the school part-way through their primary education. The school has been awarded the Sports Activemark and Healthy Schools Status.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where staff show exceptional levels of care for the pupils and their families. Pupils flourish within this exciting, friendly and supportive environment in which memorable experiences and opportunities ensure that they do well. Staff are very successful in maintaining a very strong inclusive ethos where all are respected and known as individuals. Relationships are outstanding and help to create an atmosphere where pupils feel very safe and confident. Pupils develop very good attitudes, thoroughly enjoy school and are eager to learn. This is reflected in their improving rate of attendance. Their exemplary behaviour is an outstanding factor in their successful learning and also helps to create a very harmonious atmosphere. Pupils are actively encouraged to respect others through learning about a range of different beliefs, religions and lifestyles. They make an outstanding contribution to the school and wider community.

All these positive features help pupils to achieve well. From low starting points in Reception, pupils make consistently good or better progress throughout the school to reach broadly average standards by the end of Year 6. Equality of opportunity is central to the school's work and results in all groups of pupils doing equally well. Recent successful initiatives in teaching and assessment are improving pupils' learning and progress and are having a positive impact on their achievement. Greater attention is being focused on ensuring that more able pupils are sufficiently challenged and this is beginning to bear fruit, as seen in the moving and sensitive writing of Year 6 pupils. Teaching is effective because teachers use their good subject knowledge and skills well to present work which is interesting. Expectations are high and pupils respond well to the challenges set. They know how to improve their work and what to aim for because their targets are clear and accurate marking of their work is regular and informative. Some of these improvements in teaching and assessment are relatively recent and not yet embedded but early signs are promising.

The school's success stems from the outstanding lead given by the headteacher who shows exceptional commitment to the pupils, their families and the local community. He is particularly well supported by ambitious and forward-thinking senior managers and governors. Their excellent leadership is clearly focused on promoting children's personal development and well-being and raising attainment. There are very good systems for checking how well the school is doing and identifying what it could do better. These reflect the school's consistent drive for improvement. Staff respond very well to the high aspirations and expectations of leaders and managers and are constantly trying to improve their practice. Governors are very knowledgeable about the school and this gives them the confidence to ask questions and strive for excellence. Outstanding

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leadership and management and recent successful developments ensure the school has excellent capacity for sustained improvement.

What does the school need to do to improve further?

- Secure the effectiveness of the recent developments for improving teaching and the use of assessment to ensure pupils continue to make good or better progress and reach higher standards by the time they leave school.

Outcomes for individuals and groups of pupils**1**

Observations during lessons, analysis of assessment data and a scrutiny of pupils' work indicate that pupils are making consistently good progress. A slight dip in mathematics attainment in the current Year 2 is successfully being addressed through a sharper focus on more practical activities and those that help pupils' problem-solving skills. Similar strategies adopted in Key Stage 2 have resulted in improving progress and attainment. Due to excellent identification of need and outstanding support, pupils with special educational needs and/or disabilities frequently achieve levels of attainment above those seen nationally by similar pupils. Those pupils receiving support through the local authority funded specialist provision do particularly well because of the good range of strategies used to enhance their learning and the high quality expertise of teachers and teaching assistants. Pupils who arrive part-way through the school year, including those from minority ethnic groups and those speaking English as an additional language, settle quickly and make good progress. Pupils who act as 'international mentors' help by befriending these pupils, speaking to them in their home language, interpreting and translating.

Pupils say they feel very safe and speak highly of all the members of staff who look after them. This view is strongly supported by parents, carers and staff through their questionnaire responses. Pupils feel listened to and know their views and ideas are taken seriously and acted upon. For example, leaders of the school council gain pupils' views and share these with the senior leadership team and governors. Pupils are very proud of their school and willingly take on responsibilities. They all work together well for the benefit of the community, taking part in activities such as developing the local playground. They have outstanding personal qualities which contribute positively to their future economic well-being. A few pupils new to the school and who live quite a distance away are initially finding it difficult to attend school regularly. Strong messages are given during assemblies and throughout the school day which are reflected in pupils' actions, learning and the respect they hold for others. Pupils' moral and social development, together with the high expectations of staff, result in pupils' positive and polite attitudes. Pupils gain a very thorough understanding of spirituality and different cultures through the study of art and music. They are keenly anticipating working with their link South African School during the forthcoming World Cup tournament.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is very effective in ensuring that pupils are engaged in their learning and well motivated. Teachers use good subject knowledge and a range of teaching activities to match pupils' preferred learning styles in each class. Questioning is used very well to develop pupils' thinking, for example, in mathematics and to assess if they have understood the key learning points at the end of the lesson. Teachers make helpful comments during lessons on how pupils can improve their work and how well they are doing. Consequently, pupils feel confident and continue to improve. The expertise of teaching assistants is used very effectively to support groups of pupils, particularly those who find learning difficult or need additional challenge. Staff and pupils use information and communication technology (ICT) well throughout the day to stimulate teaching and aid learning.

The curriculum is very well organised and effective in providing memorable experiences which help to make learning fun. In particular, it promotes several outstanding outcomes in relation to pupils' personal and social development and well-being. Success in gaining national recognition for sports and the healthy schools' status reflects excellent provision which develops pupils' understanding of how to live healthy, active lives. There has been a significant increase in the proportion of pupils eating healthy school meals and taking up additional sports activities. Strengths in areas such as the arts and the international dimension to the curriculum make a very positive contribution

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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to pupils' spiritual and cultural development. There is a very good range of popular clubs and additional enrichment activities. The curriculum is very carefully modified and designed to meet the needs and interests of individuals and groups of pupils.

Staff go to exceptional lengths to meet the individual needs of all pupils. Very well targeted support helps pupils to make the best of the opportunities provided by the school. There are striking examples of where the school has worked extremely well with pupils, their families and outside agencies to help remove barriers to learning. The needs of pupils whose circumstances make them vulnerable are identified quickly and addressed very well. Those receiving specialist support in the local authority funded provision for pupils with autism are particularly well cared for so that they take part in school activities while also having their individual needs met. Very good provision in the breakfast club helps pupils to start the school day well. Staff do all they can to ensure pupils come to school regularly and their efforts have resulted in broadly average attendance. There are particularly good arrangements to ensure a smooth transfer into and out of school, and between the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff morale is very high as shown in their questionnaire responses. They are particularly keen to support the highly motivated, committed leaders and managers in bringing about improvement. Pupils' progress is very effectively monitored and challenging targets are set based on a realistic evaluation of what each individual pupil can achieve. Appropriate priorities are identified and all are aware of their roles and responsibilities in driving the school's improvement forward. Governors have high levels of insight and are extremely well organised and thorough in their approach. They are particularly effective in monitoring teaching and learning. Procedures to protect and safeguard pupils are extremely comprehensive, and there is a high level of awareness amongst staff and governors.

Staff have highly positive relationships with all groups of parents and carers and keep them particularly well informed about their children's progress and development. The school is highly committed to successful working in partnership with others, including local schools, agencies and the local authority and frequently takes a leading role. Staff have a clear understanding of the school's religious, ethnic and socio-economic context

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and is particularly effective in developing a strong sense of community and belonging. The school's actions have a markedly beneficial impact on community cohesion within the local community. Staff are fully aware of the groups of pupils who may be subject to discrimination. Very effective support and the successful promotion of equality of opportunity ensure that pupils do equally well. Pupils' outcomes are outstanding and staff manage the school's resources exceptionally well. Consequently, the school provides outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Effective leadership and management are focused on providing interesting and worthwhile experiences, and children's learning and welfare are promoted well. Children start school with skills well below those expected for their age, particularly in their mathematical development. They achieve well and make good progress towards the typical expectations by the time they enter Year 1 in relation to their starting points and capabilities. Senior managers are currently reviewing how they assess children's abilities on entry to school in order to more precisely focus on their individual areas of strength and improvement. Teaching is good and the curriculum matches children's needs and interests well. Staff are particularly effective at developing children's personal, social and emotional skills and this has a positive impact on their learning in other areas. Activities are enjoyable and encourage children to work together well by sharing resources and taking turns. Relationships are good and children keep themselves and others safe through their good behaviour.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' and carers' responses in the questionnaires are extremely positive. All say that they are happy with their children's overall experience at school and are particularly pleased with their progress, the teaching and how the school keeps their children safe. A very small number think the school does not take account of their suggestions and concerns. However, inspectors found many examples of the school working well with parents and carers and responding to their concerns. Inspection findings support the many positive responses and typical comments from parents and carers such as, 'This is an exceptional school at all levels - academic support, drama, arts, physical and healthy living. Pupils excel in all areas of their education,' reflect this well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leighton 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 127 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	65	42	33	2	2	1	1
The school keeps my child safe	90	71	36	28	0	0	0	0
The school informs me about my child's progress	73	57	49	39	2	2	1	1
My child is making enough progress at this school	74	58	52	41	1	1	0	0
The teaching is good at this school	78	61	48	38	1	1	0	0
The school helps me to support my child's learning	72	57	53	42	2	2	0	0
The school helps my child to have a healthy lifestyle	66	52	58	46	2	2	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)	52	41	61	48	0	0	0	0
The school meets my child's particular needs	66	52	58	46	1	1	0	0
The school deals effectively with unacceptable behaviour	62	49	57	45	4	3	0	0
The school takes account of my suggestions and concerns	59	46	58	46	6	5	0	0
The school is led and managed effectively	78	61	47	37	0	0	0	0
Overall, I am happy with my child's experience at this school	87	69	40	31	0	0	0	0

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.



22 April 2010

Dear Pupils

Inspection of Leighton Primary School, Peterborough PE2 5PL

Thank you for making us feel so welcome when we recently visited your school. We really enjoyed talking to you and looking at your work. We agree with you and your parents and carers and think that Leighton Primary is an outstanding school. If you read on you will see some of the things we found out.

You make good progress so that by the time you leave school, you are doing the things that we frequently see from other children of your age. Consequently, you are well prepared to continue learning at secondary school.

You thoroughly enjoy learning because teaching is good and the curriculum interesting. Your behaviour is excellent. We were particularly impressed at the way you help and support each other. You obviously make good friends and enjoy working and playing together.

The adults look after you really well so you feel very safe in school, and know who to go to if you have a problem.

You understand what you need to do to stay fit and healthy. We are pleased that this is helping you to eat well and play lots of sport and games.

Even in an excellent school such as yours, there are things which could be improved. We have asked the headteacher, staff and governors to continue to improve teaching and especially how your teachers check your work and learning. This will ensure that you continue to make good or better progress and reach higher standards by the time you leave school.

We know you will help them and continue to work hard. We hope you keep on enjoying school.

Yours sincerely

Ruth Frith

Lead inspector

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