

# Leys Junior School

## Inspection report

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<b>Unique Reference Number</b>	112492
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337946
<b>Inspection dates</b>	1–2 July 2010
<b>Reporting inspector</b>	Jim Griffin

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Coleman
<b>Headteacher</b>	Mr Chris Hartley
<b>Date of previous school inspection</b>	4 December 2006
<b>School address</b>	Flowery Leys Lane Alfreton Derbyshire
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## Introduction

This inspection was carried out by three additional inspectors. All ten teachers present were observed, covering 17 lessons or parts of lessons. One lesson was jointly observed with the headteacher. The inspectors held discussions with representatives of the governing body, the headteacher and other staff, a group of older pupils, the school council and the school improvement partner. They looked at a range of school documentation, including data showing the progress made by pupils and samples of their work. Questionnaires returned by 23 parents or carers, 88 pupils and 18 members of staff were analysed.

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

- the current picture on pupils' performance and whether the apparent decline has been reversed
- the quality of teaching and whether it provides the challenge needed for all learners
- the effectiveness of the school's work aimed at improving pupils' attainment in English (particularly writing), mathematics and science
- the impact of the monitoring and evaluation work of governing body, senior and middle leaders.

## Information about the school

Leys is a larger than average-sized junior school with two classes in each year group. Nearly all pupils are of White British heritage and most join from one of two infant schools. The proportion of pupils entitled to free school meals is above the national average. The proportion of pupils with special educational needs and/or disabilities is slightly above the national average.

The school holds the Healthy Schools and Artsmark awards.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school that has begun to reverse a downward trend in pupils' academic performance. The school has important strengths. Pupils feel safe and valued in this welcoming school because staff know them well and provide good levels of care. Relationships throughout the school are good. Nearly all the pupils are polite, behave well, show positive attitudes towards their learning and enjoy coming to school. They are keen to contribute to the school community and take their responsibilities seriously. Pupils' spiritual, moral, social and cultural development is good. Safeguarding procedures and the schools' partnerships, both with parents and outside agencies, are effective. Parents are very positive about what the school provides.

Pupils join Year 3 from their infant schools with broadly average standards. Pupils are making satisfactory progress in English, mathematics and science to reach broadly average standards by the end of Year 6. While there is still more to do to secure good progress, monitoring work has begun to improve the quality of teaching which is currently satisfactory. The use of assessment information, particularly in guiding pupils as to how to improve their work, is still too variable in quality to secure good progress. The curriculum is satisfactory: it gives appropriate attention to the teaching of literacy and numeracy and provides pupils with a good range of enriching experiences.

School leaders are particularly effective in their work to develop pupils' personal qualities and provide good care for pupils with a diverse range of needs. Aided by local authority support and challenge, the school is working on the right priorities to improve pupils' attainment. In writing, where standards were low, an effective system to track and review pupils' progress is having a positive impact as it supports the rigorous evaluation of all improvement work. Middle leaders are making a growing contribution as subject and team leaders. In English, staff have a shared understanding of the most frequent areas of difficulty experienced by pupils in reading and writing. A similar, shared understanding is not yet as clear in mathematics and science. To date, the governing body has not given enough attention to the strategic part of its role, particularly in setting challenging targets for performance that then form the basis for the school's self-evaluation. Good teamwork, accurate self-evaluation and recent improvements indicate the school has satisfactory capacity to sustain improvement into the future.

## What does the school need to do to improve further?

- Raise standards in English (especially in writing), mathematics and science, so that they are significantly above average by ensuring that:
  - teaching is at least good across the school

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- learning activities are challenging enough to meet the needs of all groups of learners
- pupils are given clear guidance on what they must do to take the next steps in learning, based on the use of regular assessment of their progress.
- Improve the quality of pupils' learning, so that it becomes good, by ensuring consistency in:
  - the use of focused success criteria in lessons to meet the needs of all learners
  - the use of assessment in lessons to maximise pupils' learning during each lesson
  - the marking of pupils' work in all classes.
- Improve leadership and management, by:
  - ensuring the governing body takes a greater part in determining the strategic direction of the school, by setting longer-term, ambitious targets for pupils' attainment in key subjects
  - developing the progress tracking system so that it impacts effectively in all key subjects
  - making improvement in pupils' frequent areas of difficulty the central feature in the subject action plans for mathematics and science.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Achievement is satisfactory. Although pupils' attainment at the end of Year 6 has been low in recent years in English, mathematics and science, it has now recovered to broadly average levels. This is confirmed by work scrutiny and teachers' assessments of current year groups. Observations of lessons and other inspection evidence show that learning in most year groups, although never unsatisfactory, varies according to the quality of teaching, and this is reflected in pupils' satisfactory progress. More systematic use of assessment information is beginning to increase pupils' progress, especially in writing. Evidence from lessons and the school's assessment information shows that pupils with special educational needs and/or disabilities make satisfactory progress.

Pupils are proud of their school, citing regular successes in sporting and musical events. They behave well, have a good understanding of personal safety and how to reduce risks, whether on the internet or during journeys to and from school. They understand that exercise and a balanced diet are vital to their healthy development. The school council provides a useful forum for pupils' views and 'mini-leaders' take on responsibilities for organising playground activities. 'It teaches you how to be and to accept responsibilities,' a mini-leader proudly said. Other pupils speak positively about the difference the school council has made to the playground facilities through the installation of shelters, pagodas and other equipment. Pupils' average standards in basic

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skills and positive personal qualities provide a secure base for their future economic well-being.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

While the quality of teaching and learning is satisfactory overall, there are some recurring strengths in most lessons. For example, relationships between staff and pupils are good and interactive whiteboards are well used to support learning. Most teachers have good strategies to involve pupils through questioning, discussions in pairs and by getting pupils to share their understanding with the rest of the class. However, in planning lessons the success criteria for the different groups of learners are not always specified clearly enough. Consequently, sometimes the work does not provide the right level of challenge for all learners, especially the more able. Assessment of learning is weak in too many lessons to secure good progress. As a result, opportunities are missed to correct pupils' misunderstandings during lessons. While there is some good marking of English in a few classes, the quality is too variable in other classes and in other subjects to support good learning.

<sup>1</sup> 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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Pupils benefit from a good range of extra-curricular activities, covering sport, music and the arts. These are greatly enjoyed and well attended by pupils of different ages. Visits and visitors also contribute significantly to pupils' understanding of the wider world. The provision and support for pupils with special educational needs and/or disabilities is satisfactory.

The good relationships between adults and pupils promote a caring environment where all pupils and their needs are well known. The school has effective ways of hearing and acting on the views and concerns of pupils. 'I like the Worry Box; you put your worry in and it does help you to feel better', a school councillor reported. There is good use of outside agencies to support vulnerable pupils and their families. Induction arrangements to Year 3 and transition arrangements to secondary school are well established and effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school has a mostly young and enthusiastic staff who are developing as middle leaders and managers, and are well supported by the experienced headteacher. As a result, a previous decline in standards has been decisively reversed. This is particularly the case in English, especially in writing, where diagnosis of pupils' areas of difficulty is aided considerably by an effective whole-school tracking system. Similar systematic approaches to improvement have yet to be fully implemented in mathematics and science. Morale is high, teamwork is strong and leaders have an accurate view of where they are in terms of self-evaluation. The management of teaching and learning is satisfactory and improving; an increasing amount of peer observations are leading to a shared understanding of the features that promote good learning.

The governing body is very supportive and has a broadly accurate view of the school's strengths and areas for improvement. They recognise that the lack of a longer-term strategic plan has reduced their contribution to shaping the direction of the school or to holding senior staff accountable.

The school has secure arrangements to safeguard the welfare of pupils and to make sure that those working with them are properly vetted. There is a good partnership with parents and carers. Good links with a wide range of outside agencies make a significant contribution to pupils' learning and well being. The effectiveness of the school's positive measures to promote equality of opportunity is compromised by the weaker

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performance of more able pupils. The school promotes community cohesion satisfactorily. The school community is harmonious and enjoys good links with the local community. The school is in the early stages of implementing an action plan to forge links with a range of different communities in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

While the proportion of parents and carers that returned the questionnaire is low, nearly all returns are very positive about what the school provides. They are particularly positive about the way the school keeps their child safe and deals with any unacceptable behaviour. Inspectors' findings endorse these positive views. There was no significant level of dissatisfaction in relation to any of the questions.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leys Junior 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	61	9	39	0	0	0	0
The school keeps my child safe	17	74	6	26	0	0	0	0
The school informs me about my child's progress	13	57	10	43	0	0	0	0
My child is making enough progress at this school	11	48	12	52	0	0	0	0
The teaching is good at this school	15	65	8	35	0	0	0	0
The school helps me to support my child's learning	10	43	13	57	0	0	0	0
The school helps my child to have a healthy lifestyle	13	57	9	39	1	4	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)	13	57	9	39	1	4	0	0
The school meets my child's particular needs	13	57	9	39	0	0	0	0
The school deals effectively with unacceptable behaviour	15	65	7	30	0	0	0	0
The school takes account of my suggestions and concerns	9	39	14	61	0	0	0	0
The school is led and managed effectively	14	61	8	35	1	4	0	0
Overall, I am happy with my child's experience at this school	16	70	7	30	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Dear Pupils

Inspection of Leys Junior School, Alfreton, Derbyshire, DE55 7HA

Thank you for the friendly welcome you gave me and my colleagues when we visited your school. We enjoyed talking to you, visiting your classes and looking at your work. You helped us to get to know your school and this letter is to tell you what we found during the inspection. Your school is a satisfactory one. Here is a list of some of the things we liked most.

The staff look after you well and you feel safe in school.

You are developing a good understanding of how you can stay healthy and happy.

You make a good contribution to the school through the responsibilities you take on and to the local community, especially through sporting events and musical performances.

You are developing well spiritually, morally, socially and culturally.

We were very impressed with the variety of after-school clubs provided for you.

You and your parents and carers are pleased with all that the school provides.

The governing body, headteacher and staff want to improve your school and we are trying to help them with this. Here are three things that we want your school to concentrate on.

Speed up your learning in English, mathematics and science.

Improve your learning in lessons by making sure that all of you find the set work challenging and that your work is well marked in all classes.

Set ambitious targets for all of you, and strive to reach these targets by focusing on how well you are doing and on what work you find most difficult.

We are sure you will continue to work hard and help the school to go from strength to strength.

Yours sincerely

Jim Griffin

Lead inspector

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