

Leys Farm Junior School

Inspection report

Unique Reference Number	117771
Local Authority	North Lincolnshire
Inspection number	339072
Inspection dates	7–8 January 2010
Reporting inspector	Rajinder Harrison

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Mrs Enid Girling
Headteacher	Mr Ewart Gibbs
Date of previous school inspection	17 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons or part lessons, and held meetings with governors, staff, pupils and parents. They observed the school's work, and looked at a range of documents, including school policies, the development plan, monitoring records, analyses of pupils' attainment and progress and reports from visits by the local authority. Inspectors analysed 25 questionnaires returned by parents.

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

- pupils' progress, particularly in mathematics and science
- the quality of provision for girls, particularly those of higher ability
- the effectiveness of leadership and management and its impact on improving pupils' achievement and raising standards in mathematics
- the quality of pupils' personal development, particularly their understanding of other cultures.

Information about the school

This is a smaller than average size junior school. Almost all pupils are of White British heritage. The school has an above average proportion of pupils who have special educational needs and/or disabilities. The proportion of pupils eligible for free school meals is average.

The school holds a number of awards including a Healthy Schools Award, Food for Life Award, Active Mark, Basic Skills Quality Mark, Geography Mark, Artsmark Gold, Eco Green Flag Award, the Diana Award and Young Environmentalist Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Parents and pupils recognise that this is a good school. Parents are particularly positive about the school's caring and supportive ethos that helps their children achieve well. The school has excellent relationships with parents and carers who make a valuable contribution to pupils' learning. Pupils' above average attendance and good behaviour show that they enjoy learning and value the good friendships they form. As one typical pupil commented, 'It's brilliant here, all the staff care about you and help you to learn'. Pupils enter the school with attainment levels that are slightly below national averages, particularly in writing and mathematics. By Year 6, pupils are working at broadly average levels overall. Attainment in mathematics is below average because not all pupils are confident in their calculation and problem solving skills. Year 6 pupils' attainment in English rose considerably in 2009 when an above average proportion of boys attained at the higher Level 5. Effective teaching enables most pupils to make good progress. While pupils' overall attainment is good the school has rightly identified that girls, particularly those of higher ability, do not always achieve as highly as the boys, especially in mathematics and science. In some, but not all lessons seen by inspectors, the boys tended to answer questions more readily. Pupils with special educational needs and/or disabilities progress well due to good quality provision.

Good pastoral care and guidance and support ensure that most pupils progress well and learn confidently regardless of their individual circumstances or difficulties. The curriculum is well organised so that pupils build successfully on previous learning and many enrichment activities make learning interesting and fun. The curriculum supports awareness of leading healthy lifestyles well and pupils are respectful of people whose lives are different to their own. Links with diverse communities locally and with other countries are developing well, but pupils' understanding of the multicultural nature of today's Britain is very limited.

The headteacher, staff and governors work effectively to identify and address development priorities. As a result, for example, assessment information is now used more effectively to accelerate the progress of pupils who are not reaching their full potential. There is an increased use of well-tailored additional programmes for individuals and small groups of pupils who fall behind, to ensure that they achieve well. Self-evaluation is accurate. In light of the school's numerous strengths, leaders and managers demonstrate good capacity to improve the school further.

What does the school need to do to improve further?

- Raise attainment, particularly in mathematics and science by:

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- improving the teaching of calculation and problem solving skills
- increasing expectations of all pupils but particularly higher ability girls
- monitoring lessons to ensure girls regularly contribute as effectively as boys.
- Provide more opportunities for pupils to learn about, explore and understand the multicultural nature of modern Britain.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well because they enjoy learning and want to succeed. They listen eagerly and settle to tasks promptly. Excitement and enjoyment are more evident when pupils have opportunities to share their ideas and engage in lively question and answer sessions. When set thought-provoking tasks, for example, relating to the impact of the 'big freeze' on people's lives, pupils' lively discussions generated genuine concerns about how old people might struggle and that 'panic buying' is selfish as it leaves vulnerable people short. Such lessons generate enthusiasm because everyone is involved and teachers allow pupils time to develop their ideas through discussion and independent research. Currently, pupils in Year 6 are working at average levels of attainment in all but mathematics. Pupils who need additional help with their learning receive good support and achieve well.

Pupils feel safe and are confident they can go to staff if problems arise. They respect others by listening sensibly, for example, in worship where pupils reflected on how people overcome adversity, care for others and become good citizens. Pupils understand well how to stay healthy. They are proud of the vegetables they grow and cook from their garden and they sell fruit and milk at break-times. While many select healthy school meals, a few prefer options they know to be less nutritious. Pupils are enthusiastic about the many sports clubs they attend. 'Buddies', play-leaders and school council members adopt a mature attitude as they help around the school and look after younger ones, commenting wisely that, 'We make sure they play safely and don't get upset.' Pupils understand the importance of caring for the environment and recycling, 'so things don't run out'. They talk enthusiastically about involvement in community events and fund-raising activities, for example, to support children in Africa. Pupils invite in and serve school meals to local senior residents. While they are confident with each other and recognise that differences should be respected, a few are less sure about what life is like for people from the diverse cultures represented in modern British society.

These are the grades for pupils' outcomes

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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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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are generally planned well, with teachers using assessment effectively to match work to pupils' needs to ensure pupils make good progress. In most classes, teachers provide opportunities for pupils to discuss their ideas before answering questions to help them develop their understanding. Occasionally, teachers are too brief or over complicate presentations and this leads to a few pupils losing concentration. Staff generally manage pupils' behaviour well. Teaching assistants are used well to accelerate the progress of small groups of pupils, often working with these pupils in quieter, less distracting surroundings where they receive good individual guidance. Most pupils know and understand their targets and are clear about what they are working towards. Pupils receive supportive guidance through lessons and in teachers' marking so that they know what they need to do to improve their work.

The curriculum is organised well to ensure that pupils build on previous work successfully. It provides a breadth of opportunities for pupils to explore, for example, art, music and physical education. It is suitably modified to meet the learning needs of pupils with special educational needs and/or disabilities. Occasionally, the themes chosen engage boys more effectively than girls. The weaknesses in numeracy, particularly in pupils' calculation and problem solving skills are being addressed well and standards in mathematics are rising. Writing is taught well in English lessons and the practice is developing in other subjects. Activities such as sports coaching, gardening, musical instrument tuition and art extend pupils' interests and skills well. Visitors and visits enrich pupils' experiences well and make learning come alive. Partnerships with others, such as sports providers and secondary schools, enrich learning further. A good

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personal, social, health education programme ensures that pupils understand, for example, how to stay safe, and the dangers of drug abuse.

Care arrangements are good. The school is particularly effective in its care, guidance and support of potentially vulnerable pupils and those with special educational needs and/or disabilities. It works very effectively with families and other professionals to ensure that these pupils' needs are met well. Pupils especially value the help they receive from teaching assistants that enables them to participate confidently in lessons. Good links with other schools and excellent partnerships with parents and carers, help pupils feel secure and happy and Year 6 pupils, while apprehensive, are not worried about moving to their secondary schools.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher works closely with staff, governors, parents and the local authority to provide the leadership required to help pupils achieve well in their academic work and in their personal development. The school sets itself challenging targets, and while these were not wholly achieved in 2009, the school's data regarding pupils' current attainment reflects good achievement. The school's improvement plan concentrates on the right priorities and work is underway to raise standards in mathematics. Staff have very clear assessment information regarding the progress expected of each pupil in their class and senior managers and governors are involved in checking that expectations are met. As a result, the school has identified that girls, especially those of higher ability, do not always achieve as well as they should.

The temporary subject leadership arrangements are being managed well, but with the current reduction in staffing, the monitoring of teaching and learning falls largely to the senior leaders. The governing body is knowledgeable and enthusiastic. Regular monitoring visits enable governors to oversee developments. Current requirements for child protection are fully met. The school promotes equal opportunities and tackles discrimination well. Safeguarding procedures are satisfactory, ensuring the safety and well-being of pupils. Good partnerships with community groups such as local residents and the police benefit pupils' development well. In order to further promote community cohesion, the school is developing a number of links with communities, for example, in Africa and the West Indies. There remain few opportunities for pupils to understand the diverse cultures represented in Britain. Outstanding links with parents and carers enable

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them to support their children's learning effectively. For example many help with various activities including the very popular and productive gardening club.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents are almost unanimously supportive of the school. While few made written comments, a good number reported orally to inspectors that they were confident that their children were happy in school and were making good progress. The inspection supports these positive views. Parents of pupils with special educational needs and/or disabilities were particularly appreciative of the good quality support provided.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leys Farm 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	88	3	12	0	0	0	0
The school keeps my child safe	18	72	7	28	0	0	0	0
The school informs me about my child's progress	14	56	11	44	0	0	0	0
My child is making enough progress at this school	14	56	10	40	1	4	0	0
The teaching is good at this school	16	64	9	36	0	0	0	0
The school helps me to support my child's learning	13	52	12	48	0	0	0	0
The school helps my child to have a healthy lifestyle	15	60	9	36	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)	16	64	6	24	2	8	0	0
The school meets my child's particular needs	12	48	12	48	0	0	0	0
The school deals effectively with unacceptable behaviour	9	36	14	56	1	4	0	0
The school takes account of my suggestions and concerns	10	40	14	56	1	4	0	0
The school is led and managed effectively	19	76	6	24	0	0	0	0
Overall, I am happy with my child's experience at this school	19	76	5	20	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



11 January 2010

Dear Pupils

Inspection of Leys Farm Junior School, Scunthorpe, DN17 2PB

Thank you for making us welcome when we inspected your school and for completing the questionnaires for us. From the many positive comments you wrote, we can see that you like your school, are happy there and enjoy learning. It was particularly pleasing to read that you like your teachers and teaching assistants. We enjoyed our visit and talking to you about school life. Yours is a good school and we found it to be a happy place where people get on very well and treat each other with respect. Those who find learning difficult are given extra help so that they also make good progress. We were particularly impressed to hear that you grow your own vegetables and that you have a garden that has won awards. It is a pity it was all hidden by a blanket of snow when we came, but good luck with it this year.

Your behaviour is good. You clearly feel safe in school and know that adults look after you well. Many older pupils have special responsibilities, such as organising playground equipment, selling fruit and milk and looking after younger children and we can see you take these responsibilities very seriously. We saw that you enjoy school life and that you attend regularly. You make good progress in your work but you are better at English than in mathematics and science. Sometimes in lessons the boys tend to answer more questions and talk more than the girls. Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. We have recommended that they should:

• help you do even better especially in mathematics and science by showing you how to do problem solving tasks and checking that girls answer as many questions as the boys so that everyone has a fair turn at speaking

• do more to help you to learn about and meet with people who come from the many different cultures represented in Britain today.

You can play your part by putting your hand up when you know the answer and by doing the very best you can in all your lessons.

Yours sincerely

Mrs Rajinder Harrison

Lead Inspector

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