

Laceby Acres Primary School

Inspection report

Unique Reference Number	117965
Local Authority	North East Lincolnshire
Inspection number	339110
Inspection dates	25–26 February 2010
Reporting inspector	Amraz Ali HMI

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	232
Appropriate authority	The governing body
Chair	Mr John Bowyer
Headteacher	Mrs Sharon Clapson
Date of previous school inspection	5 July 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors spent more than half of their available time observing learning; they visited 18 lessons and observed all of the teachers who were teaching on those days. They held meetings with governors, staff, groups of pupils and spoke to some parents and carers as they brought their children to or collected them from the school. They observed the school's work, looked at pupils' records and test results and scrutinised pupils' work books. Questionnaires returned from 73 parents and carers were analysed along with eight questionnaires from staff and 98 from pupils.

- how attainment in Reception is being built upon to secure good learning and progress in Key Stage 1
- the extent to which improvements in Key Stage 2 are sustainable
- how effectively teaching and the international curriculum meet the needs and interests of all pupils, particularly in providing challenge
- the effectiveness of leadership and management and the impact of recent initiatives.

Information about the school

This average-sized primary serves the area of Laceby Acres, to the south of Grimsby. Almost all pupils are White British with a small number from minority ethnic groups including some who speak English as an additional language. Few pupils are entitled to free school meals. The proportion with special educational needs and/or disabilities is average and there are slightly more boys than girls.

Early Years Foundation Stage provision is made for children in the Reception class. The site hosts a private day-care provider which was not the focus of this inspection; this provision was inspected separately and the inspection report will be available on the Ofsted website.

The school holds National Healthy Schools Status, Activemark and an Eco-Schools 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?

3

The school's capacity for sustained improvement

3

Main findings

Laceby Acres Primary School provides a satisfactory quality of education for its pupils. It has some good features, notably the good pastoral support and care for pupils and its good curriculum. Together, these are helping to secure some good outcomes for pupils including the extent to which they adopt healthy lifestyles, stay safe and make positive contributions to the school community. On the whole, pupils, parents and carers value the school and this was evident in their many positive comments. There have been many changes since the previous inspection, including an extensive building programme and, as a result, the school has not been as successful as it wanted to be in addressing all of its priorities.

Children get off to a good start in the Reception class and reach levels which are typically above average by the time they move into Year 1. As a result of their satisfactory learning and progress between Year 1 and Year 6, pupils' attainment is broadly average overall by the time they leave Year 6. Although attainment at Year 6 in English has been above average for the past two years, attainment in mathematics and science are more typically average. A significant success of the school has been in improving learning and progress in English, and for some pupils it is good. However, learning and progress across the school are variable. In some year groups there are some pupils, particularly boys, who have not made the progress that they could have done. This is linked to variability in the quality of teaching, which is satisfactory overall, but with some that is good and on occasion outstanding.

Strong features in lessons include good relationships between staff and their pupils, the good use of speaking and listening, and the positive attitudes and good behaviour of pupils. Where teaching is most effective, lessons have clear learning objectives and work is matched well to individuals' learning needs. However, this was not the case in all lessons and in some the activities and tasks were not planned to meet the full range of pupils' abilities. Too often all pupils were presented with the same tasks and little attention was given to meeting the individual needs of all pupils. The curriculum has been effectively reviewed and changed since the previous inspection to provide an interesting, thematic and skills-based curriculum. Pupils describe the curriculum as 'interesting' and 'brilliant' and state that they really like the many theme days.

Members of the leadership team work well together and are committed to making the school as effective as possible. Accurate self-evaluation has identified the most important areas for improvement. However, plans, although very ambitious, are too wide-ranging. Consequently, arrangements for monitoring the impact of improvements are not always sharply focused and do not allow senior leaders to gauge the effectiveness of their work. There have nonetheless been some effective improvements,

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including the development of the curriculum and the improvements in English at Key Stage 2, demonstrating that the school has a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Make the progress of pupils across the school more consistent, particularly for boys.
- Improve the consistency in the quality of teaching by:
 - - sharing the expertise of the most effective teachers
 - - ensuring that lesson planning more frequently identifies activities and tasks that are tailored to the different abilities in the class
 - - developing the use of assessment to improve pupils' learning
 - - developing the use of marking.
- Refine the process for planning the school's improvement so that it focuses more sharply on the most important aspects and in turn leads to more precise monitoring of initiatives and their impact.
- 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**

Pupils' learning and progress in the majority of lessons are satisfactory overall with some in which learning is good or better. However, this varies and in some lessons learning and progress are more consistently satisfactory. Pupils show good attitudes to school and their work and enjoy what they do. Children arrive in Reception with skills that are generally at levels a little below what is typical for their age and they get off to a good start with their education. Although attainment at the end of Year 6 is broadly average, attainment at the end of Year 2 has been particularly low in two of the past three years in reading, writing and mathematics, particularly for boys. Recent assessments and pupils' work show that attainment across the school, specifically in Year 2 and Year 6, is broadly average. However, inspection evidence shows that rates of progress vary, and for some pupils their progress stalls, particularly boys. Pupils from minority ethnic backgrounds make progress that is similar to their peers. Pupils with special educational needs and/or disabilities make satisfactory progress overall; however, this varies. Although progress for some pupils is good, the school has rightly identified where this is not the case. As a consequence, the school has recently reviewed the teaching arrangements for pupils with special educational needs and/or disabilities so that some Key Stage 2 pupils are taught in smaller groups by a qualified teacher or by teaching assistants. The impact of this work has yet to be evaluated formally by the school, but inspection evidence indicates that it is being successful for some but not all pupils.

The vast majority of pupils indicate that they feel safe. They like and trust their teachers and say that the staff always listen to their concerns. Pupils know how to keep themselves safe. For example, they speak confidently and knowledgeably about how to

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use the internet safely. Pupils' behaviour is good in and around the school. They play well together and are polite and considerate. The significant majority show consistently high levels of cooperation and collaboration which makes a strong contribution to the progress pupils make in lessons.

Pupils have a good understanding of what constitutes a healthy lifestyle. They understand the dangers of smoking and the misuse of drugs. They speak positively about the school's drive towards the introduction of a healthy tuck shop. Many pupils take part in one or more of the wide range of sports clubs on offer. Many pupils willingly take on roles and responsibilities, for example as monitors and playground buddies. The school council, although not representative of the whole school, listens to the views of pupils and influences decisions such as the purchase of playground equipment. Pupils' spiritual, moral, social and cultural development is good. They have a clear understanding of right and wrong and understand the importance of tolerance, particularly with regard to respecting people from different ethnic or religious backgrounds. Good attainment in English coupled with secure standards in mathematics and science, their good personal skills and above average attendance mean that pupils are well placed to continue their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
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

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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How effective is the provision?

Strong features of teaching which were present in all lessons include teachers' good relationships with pupils and clear expectations. Consequently, pupils are happy and have good attitudes to their work and they want to do well. Speaking and listening are well developed in the vast majority of lessons and pupils are given many opportunities to work collaboratively. In the best lessons planned activities were engaging and interesting and the support and challenge for all levels of ability were just right. However, opportunities are sometimes missed to challenge and extend the most able pupils because teachers' planning does not always tailor tasks to suit the differing needs of pupils in the group. Some aspects of the school's work on using assessment to help learning is more successful than others; for example, some pupils are beginning to assess their own work against a given check list but this is inconsistent. Some recent developments, such as regular meetings about pupils' progress, are holding teachers to account for the progress that their pupils are making and helping to identify which pupils need extra support. However, the introduction of these meetings is too recent to ensure that the progress of all pupils is yet good. While some good examples of teachers' marking were seen to provide good advice to pupils on how to improve their work, marking remains inconsistent.

The good curriculum is enhanced by a range of visits, visitors and 'role play theme days' which pupils say, 'make our lessons much fun'. The thematic approach creates opportunities for pupils to transfer, practise and extend their writing, mathematics and ICT skills across a range of subjects. A particular strength of the curriculum is in the way it supports and promotes pupils' personal development. This is clearly seen, for example, in the many and varied enrichment activities which accommodate pupils who want to take part in activities just for fun. Pupils learn about other faiths and cultures through assemblies, religious education, the good links it has made with schools in Poland and China and a programme of personal, social, health and citizenship education. Care, guidance and support are good with effective support provided to the parents and carers of pupils with special educational needs and/or disabilities. The vast majority of pupils, parents and carers appreciate the good levels of care, typified by one pupil's comment: 'I love the teachers—they look after us all the time. They are just like our mums and dads.' Pupils with special educational needs and/or disabilities are identified early and strategies put in place to meet their needs. All staff work well together to provide a safe and happy place for pupils to learn.

These are the grades for the quality of provision

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

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The effectiveness of care, guidance and support

2

How effective are leadership and management?

The headteacher and her team have been particularly effective in creating a caring and supportive school community. Other successes include improving the curriculum, raising attainment in English at Key Stage 2 and ensuring the smooth running of the school during a period of change. Self-evaluation is accurate and identifies correctly the school's strengths and areas for improvement. However, plans for improvement are too wide ranging and do not always concentrate on the most important areas for improvement. Consequently, arrangements to check on the impact of improvements are not always sharply focused. For example, recent changes to address the underachievement of some pupils with special educational needs and/or disabilities have not yet been closely checked. There are some good features in the work of leaders at the school. However, not all are involved in the process of tracking the progress of pupils because they do not all have access to data and not all are involved in checking on the quality of provision or on the impact of improvements.

The governors are committed and supportive. Their role as a critical friend to the school is underdeveloped and is limited by their access to information about pupils' attainment and progress. There are some good examples of the school and its staff engaging well with parents and carers; for example, parents and carers of pupils with special educational needs and/or disabilities regularly attend review meetings. However, some parents and carers still feel they would like more information about their children's progress and the levels being attained. There are many successful partnerships which are benefiting pupils, for example the work with the music support service and the local sports partnerships. The school's policies and procedures for ensuring equality of opportunity are secure; consequently, all pupils are included fully in the life of the school, feel safe and make the progress that is expected.

While procedures to safeguard pupils are appropriate, the policy for safeguarding pupils does not make explicit what the responsibilities are of governors or the procedures to be followed in the event of an allegation against a member of staff. This is a very cohesive school community. Appropriate procedures are followed and well documented for all educational visits and to make the building as safe as possible, including during the current building work. All of the required checks have been made on staff and governors. School leaders know the community well and have correctly identified the need to provide its pupils with a wide range of cultural experiences. They have begun to put strategies into place to promote community cohesion; for example, a group of pupils are learning to speak some Swahili words and pupils learn about a wide range of world religions.

These are the grades for leadership and management

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

Early Years Foundation Stage

Most children enter Reception with knowledge and skills at levels that are slightly below what is typical. They make good progress from their starting points. As a result, the vast majority of children leave Reception with knowledge and skills that are in line with expectations and a significant proportion attaining beyond this. Effective induction arrangements help children to settle happily into everyday routines and thrive in a warm and supportive environment. As a result, children soon become confident, independent learners. Considerable attention is paid to children's personal, social and emotional development and well-being. Teaching is good. There is a good balance between activities where children discover things for themselves, make choices and select activities and those where they work with an adult. These activities promote the development of children's independence and spark their interest and imagination. The imaginative mix and use of a range of schemes for the teaching of sounds and letters are having a very positive impact on children's early literacy. Assessment procedures are rigorous and provide accurate information to support planning which extends children's learning, particularly those with special educational needs and/or disabilities. Although outdoor activities are planned carefully to build on what children learn indoors, the outdoor learning environment is underdeveloped; it lacks sufficient equipment and resources. This is an area which the school is aware of and will be improved after the current building work has been completed. Good and effective leadership and excellent teamwork provide a vibrant and interesting learning environment in which children are taught very well and thrive.

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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

Although parents and carers are, on the whole, appreciative and supportive of the school and its work, some indicate that they would like more information about their children's progress and level of attainment. Inspection evidence confirms that the school provides all statutory reports and provides three opportunities each year for parents and carers to discuss their children's progress. Some parents and carers commented on the arrangements for a recent parents evening and senior leaders are to review this. Senior staff have also agreed to investigate ways to provide parents and carers with more information about children's levels of attainment. More than one in five of the parents and carers who responded to the inspection questionnaire indicated that they do not feel that their views are taken into account. Although there are some indications that school leaders do consult parents and carers, the inspection was not able to provide a view of the effectiveness of this. Inspectors brought the findings of the questionnaire to the attention of governors and school leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Laceby Acres 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	51	30	41	5	7	1	1
The school keeps my child safe	31	42	39	53	1	1	0	0
The school informs me about my child's progress	22	30	39	53	12	16	0	0
My child is making enough progress at this school	24	33	46	63	3	4	0	0
The teaching is good at this school	24	33	45	62	2	3	1	1
The school helps me to support my child's learning	23	32	46	63	4	5	0	0
The school helps my child to have a healthy lifestyle	15	21	49	67	7	10	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)	11	15	30	41	4	5	2	3
The school meets my child's particular needs	18	25	50	68	5	7	0	0
The school deals effectively with unacceptable behaviour	14	19	51	70	3	4	4	5
The school takes account of my suggestions and concerns	17	23	40	55	11	15	5	7
The school is led and managed effectively	14	19	50	68	8	11	1	1
Overall, I am happy with my child's experience at this school	17	23	51	70	4	5	1	1

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.



01 March 2010

Dear Pupils

Inspection of Laceby Acres Primary School, Grimsby, DN34 5QN

Thank you all so much for being so helpful and welcoming when we came to inspect your school. We really enjoyed speaking to many of you and seeing you in lessons and around the school. The inspector who listened to some of you practising the violin was very impressed.

We judged your school to be providing you with a satisfactory education. This means that some things are going well and there are some things that could be better for you. The youngest pupils at your school get off to a good start in the Reception class. The headteacher and all of the staff take good care of you and there are many interesting things for you to do at the school; this helps you to make satisfactory progress in your work. We were impressed by how polite and helpful you were and that you are all so keen to learn and work hard.

All of the staff are keen for you to get the best education possible. I have agreed with your headteacher some ways to make things better for you. This includes improving the progress that you are making, particularly some of the boys. I would like more of your teaching to be more like the best teaching that we saw and I have asked the teachers to plan activities that are carefully changed for the different ability levels in each lesson. I have also asked the school's leaders to improve how they plan to make things better at your school and how they will check that things are getting better for you.

You have your part to play too by keeping up the good behaviour and attitudes that we saw.

Yours sincerely

Mr Amraz Ali

Her Majesty's Inspector

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