

Leslie Manser Primary School

Inspection report

Unique Reference Number	120509
Local Authority	Lincolnshire
Inspection number	339714
Inspection dates	5–6 October 2009
Reporting inspector	Jackie Barnes

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	274
Appropriate authority	The governing body
Chair	Andrew Fenn
Headteacher	Adrian Jones
Date of previous school inspection	4 March 2003
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Introduction

This inspection was carried out by four inspectors. The inspectors visited 14 lessons, and held meetings with governors, pupils and senior leaders. They observed the school's work, and looked at the school's self-evaluation document, assessment information, lesson plans, a range of other documentation and the 75 responses to the parental questionnaire.

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

- the progress and standards of the pupils
- the quality of the teaching, including how assessment information is used to plan pupils' learning
- the teaching and learning in the Early Years Foundation Stage
- the influence of the new leadership team on the school's improvement.

Information about the school

This is a larger than average school, situated on the outskirts of Lincoln, which mainly serves two large housing estates. Almost all pupils are of White British origin. Family circumstances differ widely with a higher than usual proportion of pupils from socially and economically disadvantaged backgrounds. The percentage of pupils entitled to free school meals is above average. The movement of pupils in and out of the school is also higher than usual, as is the proportion with special educational needs and/or disabilities. The school building has been extended to accommodate the increasing number of pupils on roll. The pupils start school in the Reception year. The school has a breakfast club which is managed independently and funded by the St John's Ambulance Brigade. A new deputy headteacher was appointed recently.

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. It has improved since the last inspection and has good features including the children's learning in the Early Years Foundation Stage.

Pupils are well behaved and keen to learn. They work well with each other which helps them to share their ideas and consolidate their understanding in lessons. They say they enjoy school and feel safe. They especially look forward to meeting their friends and have confidence that an adult will be available if they need help. A typical comment was 'My friends in school help me a lot. School is like my family'. Almost all pupils have good attendance records, although a very small number of pupils still have irregular attendance despite the school's considerable efforts. The school community has a well established atmosphere of friendliness and support that helps pupils to feel confident. Parents remark positively on the approachability of staff.

Pupils' progress is satisfactory overall and standards are broadly average. When children start school in the Reception Year, although overall their skills are below those expected for their age group, there are considerable differences between individuals. Recently their progress through their first year in school has improved and is now good, with the result that by time they enter Year 1 almost all attain average standards and some exceed these. Progress through other year groups is satisfactory overall with some pupils making good progress, notably those with special educational needs and/or disabilities who are well supported by the staff in lessons and around the school. However, a small number of pupils across the wide ability range in each year are not yet making the best progress they can. Standards of attainment by Year 6 have improved steadily since the last inspection and are now broadly average. In the 2009 national tests the results of the more able pupils were similar to the national figures in English but less so in mathematics and science. These results met the school's targets.

Pupils' learning is satisfactory overall but some aspects vary significantly in different lessons. Common to all lessons are good relationships between pupils and adults. This provides a secure learning environment in which pupils' gain confidence. The best learning occurs where pupils are excited by their work, get actively involved from an early point in the lesson, and where careful planning ensures all pupils across the ability range can participate and be successful. Learning is least effective when pupils are passively listening for extended periods, and where their work is too hard or too easy to maintain their enthusiasm and progress. In these lessons progress for many pupils is too slow.

The differences in the quality of learning are largely related to variability in the quality of teaching, particularly in the use of assessment to plan pupils' learning. In all lessons

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assessment is used to some extent, particularly in grouping pupils, and this has contributed to the systematic improvement in their progress and attainment. However, only in a minority of lessons is assessment effectively used to make sure that pupils across the ability range have the benefit of teaching and activities that are both challenging and achievable and capture their interest. In these lessons, staff use the curriculum creatively, link learning undertaken in other subjects, and use examples and resources which are often simple but help pupils to understand. Pupils respond well, especially when they have to make decisions. They eagerly ask questions, make suggestions, and are lively and creative.

The senior leadership team has recently undergone changes in their roles and responsibilities, as well as a newly appointed deputy headteacher. There is strong determination to improve the school further, and new ideas and expertise have added to the vision of how this can be achieved. It is too early to see significant impact of these recent changes, except in the lessons which now provide examples of outstanding teaching, learning and progress. The leadership, including the governors, have maintained the momentum for improvement through significant changes such as in staffing, in the building and in the increased proportion of pupils receiving additional help with their learning. With the support of staff, attainment has improved since the last inspection and progress for some groups of pupils has accelerated greatly, especially for those in the Early Years Foundation Stage and for many of the pupils with special educational needs and/or disabilities. The school's self-evaluation is drawn from wide consultation and has accurately identified key aspects for further improvement. Although some improvements, particularly in the use of assessment and the development of the curriculum, have been a little slow, the school has shown a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise standards further in each year group ensuring that:
 - all pupils make good progress
 - there is early identification of those pupils across the ability range who are not attaining as well as they could, with particular attention to the more able pupils' attainment especially in mathematics.
- Improve the quality of pupils' learning in all lessons to reflect the best practice in school before the end of the current school year, ensuring that:
 - assessment is used rigorously to plan learning linked to the range of pupils' needs
 - all pupils have the benefit of teaching and activities which are challenging and achievable.
- Increase the impact of the senior leadership team on pupils' achievement, ensuring that:
 - the curriculum is planned to provide a variety of stimulating opportunities for

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pupils with different abilities and talents to consolidate their understanding and develop their skills in a range of circumstances

- pupils whose progress is too slow, especially the most able, are identified early and suitable provision is made for them to accelerate their pace.
- 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

National assessment results and the school's own data indicate a steady improvement in pupils' attainment since the last inspection, and by Year 6 standards are broadly average. Satisfactory progress has been consistently maintained for several years. Although very early in the new academic year, inspectors' observations in lessons and scrutiny of pupils' work reflect this overall picture with some concern that the quality of learning is variable and for some pupils this creates an uneven pattern of progress and attainment. Additional programmes of work and support successfully help pupils with special educational needs to improve their progress and attainment.

Pupils' positive attitudes to learning and good behaviour make a major contribution to this improvement. Their social skills develop well year by year. They are mostly confident individuals who work well with each other in lessons and in the broader school community. They have good knowledge of how to keep themselves healthy and safe from harm and including how to avoid hazards. They particularly enjoy inter-school sports and other activities, and show a mature sense of responsibility. Members of the school council take their obligations to other pupils seriously, and show a good awareness of the needs of others in the local community. Pupils' knowledge and understanding of the wide range of cultures in Britain is limited, although they have reasonable knowledge of the main global religions.

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

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' 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 Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Staff take good care of pupils and all required procedures to ensure pupils' welfare, health and safety are in place. The school's commitment to including all pupils is strong and effective. Most pupils are well behaved. In cases of misbehaviour pupils are helped by positive guidance, encouragement and praise. As a result, the school community is calm and secure.

The quality of teaching is satisfactory. Strengths are in the good relationships that give pupils the confidence to participate in lessons and to be responsive to guidance from staff. Lessons are carefully prepared and well managed. In most lessons the learning of majority of pupils is satisfactory, but some pupils are not well served by the sequence of teaching points and the pace of the lesson. In a minority of lessons the planning of pupils' learning is successful in ensuring all pupils make good progress. The teaching in these lessons is effective for a variety of reasons, including the active involvement of pupils from the beginning of the lesson and the well informed contribution of teaching assistants. However, the success is mainly because the different learning expected from pupils across the ability range is clearly planned, with good use of information about their previous learning, to have just the right level of challenge to engage pupils in their own learning.

The school's curriculum meets statutory requirements and includes a range of additional activities including clubs and sporting activities which pupils enjoy and which develop their personal skills and widen their experiences. Provision for the most able pupils is limited at present.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The school's steady improvement since the last inspection is evident in improved standards of attainment. The leadership team has worked closely with governors and the local authority to bring this about and recognise that there is a need for further improvement. The recently appointed deputy headteacher brings additional skills to the team that are well matched to addressing the school's next stage of development. There is optimism and enthusiasm about the future, aligned with a clear recognition of the need for some immediate changes to how pupils' learning and progress is managed. Teaching already includes examples of very effective practice so the school is now much less dependent on external support. The governing body has a new Chairperson who has sound strategies for ensuring continuity while incorporating new skills and expertise. The headteacher has developed an extensive range of data about pupils' performance. This supports the school's commitment to promoting equality of opportunity and ensuring additional help for those who need it. The data has also provided governors with a good basis for checking the school's effectiveness. Planning for further improvement is in place, although this is not sufficiently rigorous in terms of time scales and responsibilities. Key priorities have been identified and are appropriate. They are too narrow at present to ensure an increase in the pace of school improvement and do not make best use of the skills of the enhanced senior leadership team and other staff with responsibilities.

The school is at the early stages of developing community cohesion beyond the strong community that exists within the school. The pupils are proud that their school is named after World War 2 pilot Leslie Manser whose posthumous VC was awarded for giving his life to save his crew. The annual memorial weekend for RAF 50/61 squadron and families that is held in the school, together with the permanent exhibition, already provide a valued link with the local and wider community. The school has plans to develop further its other local links. The leadership has recognised parents' requests for improved communication and action is already being taken. Safeguarding procedures meet requirements, with effective co-operation with other agencies and tenacity in establishing contact with hard-to-reach families.

These are the grades for leadership and management

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	3

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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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

There have been considerable improvements in the provision in the Early Years Foundation Stage since the last inspection. Children join the Reception Year with skills slightly below those expected for their age in personal and social development, calculation and reading and writing. A small but significant group needs extra support, for example in language and communication, or in developing their social skills. Overall, children achieve well and make good progress so that most are confident learners by the time they join Year 1, reaching broadly average standards.

Adults work well together to support and extend children's learning experiences. Tasks build on child initiated activities and interests.

Observations and assessments carried out by adults are used to put together a Learning Journey for each child, a record that not only tracks each child's progress, but also provides parents with a detailed record of their child's development in the Early Years Foundation Stage. The opportunity for parents and carers to help their children label their snack at the start of the school day is an imaginative chance for parents to be a partner in their child's education at an accessible level.

Leadership and management in the Early Years Foundation Stage are good. The newly appointed Early Years Foundation Stage leader has worked well with her predecessor to create an exciting learning environment inside and outdoors. On occasions, the timetabling for breaks interrupts learning and hampers continuous provision. This is being reviewed. The leader has a clear understanding of how well the provision meets children's needs and how it could be improved further.

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

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Parents are very supportive of the school. Almost all feel that their children are happy and are kept safe. They appreciate that the children continue to learn how to make good decisions about living safe and healthy lives. Inspectors agreed with these views. Some parents commented particularly that their child had made good progress since being at the school. Inspectors found that pupils' progress was satisfactory and standards were getting closer to those expected by Year 6. A very small number of parents express concern that some behaviour was not dealt with effectively, that children sustained too many minor injuries, and that parents did not always have sufficient information. Inspectors found that pupils' behaviour was good and occasional misbehaviour was almost always dealt with effectively. Minor injuries were duly recorded by the school, reasons investigated and action taken when needed. The inspectors agreed with parents, and the school's own judgment, that communication with parents could be improved and found a suitable programme of changes was already underway.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leslie Manser 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 274 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	65	23	31	0	0	0	0
The school keeps my child safe	47	63	28	37	0	0	0	0
The school informs me about my child's progress	33	44	34	45	5	7	0	0
My child is making enough progress at this school	37	49	31	41	5	7	0	0
The teaching is good at this school	40	53	33	44	2	3	0	0
The school helps me to support my child's learning	31	41	37	49	4	5	1	1
The school helps my child to have a healthy lifestyle	32	43	38	51	3	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)	34	45	34	45	2	3	0	0
The school meets my child's particular needs	34	45	37	49	2	3	0	0
The school deals effectively with unacceptable behaviour	31	41	31	41	8	11	2	3
The school takes account of my suggestions and concerns	27	36	38	51	4	5	0	0
The school is led and managed effectively	36	48	33	44	3	4	0	0
Overall, I am happy with my child's experience at this school	47	63	23	31	4	5	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 pupils' 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.



9 October 2009

Dear Pupils,

Inspection of Leslie Manser Primary School, Lincoln LN6 0FB

Thank you for making me and my colleagues so welcome when we inspected your school recently. You showed us how well behaved you are and how much you enjoy school, especially being with your friends. You know that some of your friends find it hard to behave well and you understand that sometimes they need extra help. You try hard in lessons, and you told us you feel safe and happy. You are proud of your school and you like your teachers. You know who to ask when you need help and you say any problems are usually sorted out very quickly. We were pleased to hear that you enjoy your clubs, especially sport.

We were also very pleased to see that the standards in your school have improved since the last inspection. More improvement is needed and you can help by continuing to behave well in lessons, to stay safe and healthy, and to have fun while you are learning. Sometimes the teaching in your school is very good, but at other times is not quite good enough to make sure that every one of you is making the best progress you can.

Your headteacher, teachers and governors are keen to make sure you have the best education possible, so I have asked them to take the following action so your school will be even better.

Raise standards further in each year group by making sure that all you are making the best progress you can.

Improve your learning by making sure each of you has the benefit of teaching and work which has just the right level of challenge to make you want to succeed, and that you have this in every lesson.

Increase the part that teachers who have leadership responsibilities play in making sure your curriculum is planned well enough for all of you to have interesting and varied opportunities to build up your skills and knowledge across all the subjects. Also, that leaders should keep a close watch on your progress to make sure that it is quick enough for you to attain the best standards you can.

Yours sincerely

J M Barnes

Lead inspector

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