

Lacey Gardens Junior School

Inspection report

Unique Reference Number	120673
Local Authority	Lincolnshire
Inspection number	339752
Inspection dates	5–6 July 2010
Reporting inspector	Ruth McFarlane

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Reverend David Newlove
Headteacher	Gillian Bassett
Date of previous school inspection	22 January 2007
School address	Lacey Gardens Louth Lincolnshire
Telephone number	01507 602082
Fax number	01507 608724
Email address	enquiries@laceygardens.lincs.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. 17 lessons or part lessons were observed and 16 teachers or teaching assistants leading lessons were seen. Meetings were held with individual parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at minutes of meetings, policies, plans and other documentation. They examined the responses of pupil and staff surveys and 39 parents' and carers' questionnaires.

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

- how well teaching and learning activities match the learning needs of all pupils
- how strategies to improve writing and mathematics impact on attainment
- how well provision for pupils with particular gifts and talents extends and broadens their learning experiences
- how rigorous and regular are the monitoring and evaluation of the work of the whole school and what is the impact on equality of opportunity and school improvement.

Information about the school

This is an average-sized school. A much higher proportion of pupils than average has special educational needs and/or disabilities and a higher proportion of pupils than usual has a statement of special educational needs, mostly for moderate learning difficulties or for behavioural, emotional or social difficulties. A few of these pupils are temporarily on the roll from other schools and accommodated in a Learning Support Unit. Most pupils are White British. After-school care is managed by the governing body. The school has won several awards for its provision, including Artsmark Gold and Activemark.

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

Lacey Gardens Junior is a satisfactory school. The headteacher creates a nurturing and supportive environment for all pupils, whatever their individual needs. This, and other good features, has encouraged pupils to improve their attendance so that it is now average. The spiritual, moral, social and cultural aspects of pupils' development are good because staff offer a caring and supportive environment and provide some captivating initiatives in the curriculum, such as the cultural development that has led to the school's Artsmark Gold award. Pupils enthuse about their participation in events in the local area, particularly 'Tasty Tuesdays', when, pupils serve lunches to a community group. Local participants stopped inspectors in the street to make strongly positive comments about how well the pupils behave and how much they appreciate this service, which builds pupils' confidence and self esteem and their understanding of the local community. The work of the Learning Support Unit provides good help for pupils with special educational needs or disabilities to re-integrate as quickly as they can into permanent provision.

Pupils leave Year 6 with attainment overall that is broadly average. This represents satisfactory progress and achievement from their starting points. Previous, lower attainment is being eradicated because work to improve attainment in mathematics and writing, which is supported by the local authority, has resulted in measurable improvements. However, there are still inconsistencies because of variable teaching.

Not all teachers make effective use of the assessment information that senior leaders now provide to inform themselves about pupils' individual progress. As a result, tasks are not always pitched to pupils' varied ability levels. When this happens, pupils' interest wanes and progress slows. This includes pupils who have special educational needs and/or disabilities. Teachers' written feedback, sometimes, offers too little guidance to help pupils understand how to improve. In some lessons, pupils are required to listen to the teacher for too long before getting on with activities. For some pupils, this slow pace means they disengage from the lesson. The school has begun to provide better for those it has identified as having particular gifts or talents. For instance, it has facilitated some staff training about providing for these pupils. However, these pupils and those who are more able in general are not challenged enough in most lessons and this means fewer reach the higher national curriculum levels than might be expected.

The school demonstrates a satisfactory capacity to improve. The appointment of a new deputy head has strengthened the senior leadership team. The headteacher, deputy headteacher and assistant headteacher are driving improvement by triggering sharper analysis, systematic measuring of pupils' progress and regular checks on learning. This is also beginning to enable the governing body to challenge and support the school

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

more effectively. So far, this checking has been mostly carried out by senior leaders. Teachers who are also responsible for subjects do not take a full part in checking teaching and learning through monitoring. Therefore, they have only a satisfactory impact on raising attainment and ensuring equality of opportunity in the classroom. Self-evaluation is broadly accurate and shows that the school is aware of its strengths and weaknesses. Pupils' progress is now on a generally upward trend.

What does the school need to do to improve further?

- Accelerate pupils' progress, especially in mathematics and writing, by improving the quality of teaching so that at least 80% of lesson observations are judged good or better by July 2011, by:
 - ensuring that all teachers use assessment information rigorously in planning so that lessons always meet the learning needs of each pupil
 - pitching tasks precisely to ability, especially for the more able
 - increasing the proportion of time in each lesson for pupils' active learning
 - setting subject-specific individual targets and sharing them with pupils, reviewing them regularly
 - ensuring written feedback in pupils' books explains how the pupil can improve.
 - Strengthen the school's capacity to sustain improvement by enabling those responsible for subjects to take an active role in monitoring, evaluating and leading improvements.'
- 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 enter the school with broadly average starting points in terms of attainment, although the proportion with below average starting points is rising. Attainment by the end of Year 6 is gradually rising but is still broadly average. Because teaching quality varies, pupils' progress is inconsistent. In most of the lessons observed, all pupils, whatever their background or ability, were interested and keen to learn. Careful questioning by teachers helped pupils to gain greater understanding and build on their prior knowledge. Pupils lost interest and the pace of the learning slowed when they spent too long listening to the teacher or tasks lacked challenge.

In lessons where pupils are given tasks that engage them and require them to develop their curiosity and consequently their thinking skills, progress is rapid. This was the case in a Year 6 science activity to determine characteristics that increase the flight time of paper aeroplanes. In lessons like these, pupils' enjoyment is palpable. The large number of pupils who have special educational needs and/or disabilities make the same progress overall as their peers. The few who are based in the Learning Support Unit are given

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

strong support there that prepares them well for re-integration.

Pupils say they enjoy school. Incidents of bullying are rare and pupils say, if they do occur, they are dealt with quickly. Behaviour is good in and around the school. Pupils take full advantage of the many opportunities to take exercise and they are proud of the school's awards in this field, such as the Activemark and Healthy Schools status. Pupils are adequately prepared for their future through their acquisition and use of basic skills. They say they feel safe and the parents and carers who responded to the questionnaire agree that the school keeps their children safe. Pupils' make a good contribution to the community. In school, they are elected as school councillors or eco-councillors, making a good contribution to decision-making. The older pupils also contribute as trained peer mediators.

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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Recent developments in the curriculum, through greater use of cross-curricular links to reinforce learning, have increased its vibrancy and, with it, pupils' interest. Popular projects, for instance on India and on the World Cup, exemplify this. Trips, visits and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

extra-curricular activities are varied and well supported. Pupils enthused about their regular involvement in the local music festival. Arrangements for one-to-one help to improve individual attainment and progress are effective, but progress overall is held back by the variable quality of teaching. Only a small amount of good teaching was observed and this was reflected in the pupils' work in books. Lessons were most successful when pupils could be actively involved in their learning, rather than passively listening to the teacher, and when teachers took every opportunity to help develop pupils' independence. However, in most lessons planning was insufficiently detailed to deal with the needs of each individual. This was often because assessment procedures, recently introduced to lead learning, were not always being implemented rigorously enough to identify and deal with these needs. This meant progress slowed for some pupils, particularly the more able. Sometimes, sessions introducing topics at the start of lessons were too long for pupils to remain engaged. Teaching assistants are generally deployed appropriately to help learning but their work sometimes lacked strategies to ensure pupils' sustained interest.

The school provides well for those pupils whose circumstances may make learning more difficult and this helps them overcome any barriers to learning. Pupils are carefully nurtured and given expert initial help with their difficulties. Emphasis is given throughout the school to the values of respect and care. Transition to secondary schools is smooth because pupils are encouraged to take part in a confidence-building three-day induction in partnership with their secondary schools. Good quality care before and after school and a well-regarded counseling service cement the good relationships evident with parents and carers and support pupils well. One outcome has been the improved attendance rates, the result of parents and carers, outside agencies and the school all working together.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 leadership team has had an adequate impact on raising attainment and progress has accelerated in the past year, as a result of new initiatives to eradicate correctly identified weaknesses. These initiatives have improved the way progress is measured and this information is beginning to be used more effectively in the classroom. Staff work together well, but those responsible for subjects are not given the opportunities to monitor the quality of learning and guide improvements in their subjects. Self-evaluation

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

is a shared activity involving the governing body and staff and shows satisfactory understanding of the school's strengths and weaknesses. Members of the governing body are mostly well established. They are knowledgeable about the school and training activity has accelerated recently because they are fully committed to helping the school to succeed. As a result, they are beginning to hold the school to account more effectively, although the information they are given by the school has not, in the past, been sharp enough for them to be sufficiently informed about attainment and progress. Because of this, their monitoring has not been robust enough to influence improvements.

A number of initiatives have encouraged the school's good relationships with parents and carers. Regular surveys ensure that parents and carers are regularly consulted and their views taken account of. Although only a few parents and carers responded to the inspection questionnaire, individual parents and carers who spoke with the inspectors during the inspection confirmed their support for the school. The school's work to promote equality of opportunity and tackle discrimination is satisfactory. It emphasizes the importance of being an inclusive community that supports the range of abilities to achieve satisfactorily. School leaders promote community cohesion well and this is reflected in pupils' good contribution to their community. Actions planned and executed reflect local needs effectively and work has begun to promote national and international aspects. The school's policies and procedures for safeguarding are satisfactorily managed and include the required checks on staff and volunteer suitability, recorded centrally.

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	2
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

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

Views of parents and carers

A smaller proportion of eligible parents and carers than is normal responded to the questionnaire, but those who did were strongly supportive of the school, particularly how the school encourages their child to have a healthy lifestyle. A few parents and carers expressed concerns, but these were of no particular pattern. The concerns were investigated by the inspectors, but no aspect was found to be less than satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lacey Gardens 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 255 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	62	13	33	1	3	0	0
The school keeps my child safe	23	59	13	33	3	8	0	0
The school informs me about my child's progress	21	54	17	44	1	3	0	0
My child is making enough progress at this school	19	49	19	49	0	0	1	3
The teaching is good at this school	24	62	14	36	1	3	0	0
The school helps me to support my child's learning	20	51	16	41	2	5	1	3
The school helps my child to have a healthy lifestyle	22	56	16	41	0	0	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)	24	62	13	33	1	3	0	0
The school meets my child's particular needs	24	62	14	36	0	0	1	3
The school deals effectively with unacceptable behaviour	15	38	22	56	1	3	1	3
The school takes account of my suggestions and concerns	15	38	22	56	0	0	1	3
The school is led and managed effectively	14	36	23	59	0	0	1	3
Overall, I am happy with my child's experience at this school	25	64	13	33	0	0	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 July 2010

Dear Pupils

Inspection of Lacey Gardens Junior School, Louth, LN11 8DH

Thank you very much for the kind welcome you gave my colleagues and me when we visited your school recently. It was a pleasure to be shown around by such friendly pupils and we enjoyed seeing you at work in your classrooms.

You go to a satisfactory school. This means some things are fine and some could be better. You told us that you feel very safe in school and you know quite a bit about how to stay healthy. You told us that staff care for you well and they are interested in how you are doing. We agree. You are doing just about as well in your work as most pupils of your age. In writing and mathematics your work is improving, although it is not quite up to your reading standard yet.

To continue to improve your school, we have asked your headteacher, staff and governors to help you to make faster progress. To help with this, we have asked that the school does everything it can to make sure teaching is as good as it can be, especially in writing and mathematics. It is important that you develop skills in both these subjects, as you will need them in the future. We have asked that your teachers use the information they have about your progress a bit better, to plan lessons which meet your needs more closely. We have also asked that they plan some work that is a bit harder to make you really think. You told us that was not really happening most of the time. We checked up and you are right. We have asked staff to make sure you spend most of the lesson doing the work, rather than listening to the teacher. We think this would help you to make faster progress. We have asked that those teachers who are responsible for different subjects are helped to do their own checks on how well their subject is being taught across the school. You can all help by always trying hard and striving to do your best.

Yours sincerely

Ruth McFarlane

Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.