

Lillington Nursery and Primary School

Inspection report

Unique Reference Number	130869
Local Authority	Warwickshire
Inspection number	341047
Inspection dates	21–22 September 2009
Reporting inspector	Judy Dawson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Simon Peatfield
Headteacher	Davinder Jandu
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at the school's policies and procedures for safeguarding pupils, plans for improvement and the monitoring of teaching and learning. They also analysed 45 parental questionnaires, some staff questionnaires and a sample of pupil responses.

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

- whether pupils' progress is accelerating and standards rising especially where there has been stability in staffing
- how well skills are developed across the curriculum
- whether pupils know how to improve their work
- how well the school has incorporated the nursery into the Early Years Foundation Stage unit and the quality of the overall provision.

Information about the school

This smaller than average primary school has a well above average number of pupils with special educational needs and/or disabilities and a high number of pupils with statements of special educational needs. Many more pupils than average are receiving free school meals. The number of pupils from minority ethnic backgrounds is below average. Few pupils speak English as an additional language and very few are in the early stages of English language acquisition. The school has recently taken over the local nursery, which has just been incorporated into its Early Years Foundation Stage unit. There have been a significant number of staff changes in recent years, resulting in many changes of teachers for the older pupils. The school has gained several awards, including Healthy Schools, Activemark and an International 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

2

Main findings

There have been significant improvements in the school over the last two years. These have generated improved pupil progress throughout the school and higher attainment at the end of Key Stage 1. These improvements have not had time to raise the attainment of older pupils, who have suffered from a legacy of past inconsistencies in provision, although they are now making good progress. This reflects the schools' satisfactory, but rapidly improving, effectiveness.

Several factors are improving the outcomes for pupils. A strong focus on pupils' many pastoral needs and exemplary support for parents and carers has resulted in many more pupils receiving support for their learning at home. The number of parents attending consultation sessions, courses provided by the school and other activities has increased dramatically. This is an inclusive school where all pupils are well cared for and valued. Pupils' behaviour is now good because of consistent systems for promoting good behaviour, self-esteem and positive relationships. Pupils are clearly eager to learn and they enjoy school. They now have the disposition and skills to take more responsibility for deciding for themselves what they need to do to improve their work.

The headteacher, senior leadership team and governors are highly ambitious for the pupils. There are relevant and effective plans for improvement based on an astute analysis of the school's performance. The rigorous monitoring of lessons, teachers' planning and pupils work, for example, has generated good, and sometimes outstanding teaching. Marking is consistently good and work is generally matched to pupils' needs. The provision and support for pupils with special educational needs and/or disabilities is particularly effective, resulting in these pupils making better progress than most similar pupils nationally. A few more able pupils, while making satisfactory progress, do not always have sufficient challenge to enable them to reach their full potential. The school has thoroughly addressed all the issues for improvement identified in the last inspection report. The leadership team have instilled a desire amongst all the teachers to work together to improve the outcomes for pupils, both academically and pastorally. This means the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise standards by:
 - ensuring all teachers have high expectations of all pupils, including the most able, and fine-tune their planning to provide challenge to accelerate progress
 - raising pupils' expectations of what they can achieve by helping them set their

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own personal, short-term and aspirational targets.

- 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' skills on entry to Year 1 have been much lower than expected for their age in the past. The good provision in the Early Years Foundation Stage has resulted in greatly improved outcomes by Year 1 in recent years. This, and effective teaching and learning, have enabled pupils in Year 2 to attain standards that are much closer to the national average for reading, writing and mathematics. Standards in Year 6 remain low when compared with national averages but pupils are making good progress in lessons. They take a pride in their work and respond well to their teachers' marking. Throughout the school, pupils' books show that most of them have made good progress over the last year and some, especially those with special educational needs, have made very good progress. Teachers, especially those of the older pupils, provide good opportunities for pupils to develop their skills across the curriculum. Pupils in Year 6 identified the different genre used in the writing of fiction for their 'Super Heroes' topic, for example. There have been good improvements in the presentation of pupils' work, especially their writing.

Pupils feel safe in school. They know they can confidently share concerns with adults and that worries are taken seriously and, if necessary, acted upon. They try to eat healthily and enjoy the many sporting activities on offer in school, within the cluster or at the secondary school. The school council has had an impact on the life of the school, helping to choose the uniform, design the logo and choosing more playground equipment. Pupils join in community and interschool events but they rarely generate their own initiatives outside the school community. Attendance is good and is high when compared with similar schools. This makes a good contribution to pupils' future economic wellbeing, as does their good use of information and communication technology across the curriculum. Their literacy and numeracy skills are improving because there are good opportunities to apply them through, for example, mathematical investigations and using computer programs.

Pupils have a strong understanding of moral and social issues. They support charities enthusiastically. Pupils studying natural disasters showed empathy for the Tsunami victims. They engage enthusiastically in music and drama and delight in new discoveries. In an English lesson, for example, younger pupils were thrilled when they discovered that they could change the meaning of sentences by changing the connective. Pupils learn about other cultures and ethnic backgrounds through the curriculum and developing links with other schools and communities. Although many pupils come from families where work opportunities are limited, enterprise links with the local community are helping pupils to be ambitious for the future.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good teaching, curriculum and high quality care that the school provides have been major contributory factors to pupils' improved progress in recent months. Teachers plan work that caters for the full range of pupils in their care. Good individual education plans generate easy to understand targets for pupils with special educational needs. These small steps help them to achieve well and see their progress. Teachers use their tracking of pupils' progress to identify any that are falling behind. Effective use of teaching assistants and adjustments to the lesson planning helps them to get back on track. Although the school identifies more able pupils, there are few arrangements to accelerate their learning or to set challenging targets to enable them to excel. Teachers' marking is good, giving pupils a clear understanding of how well they have done and how they can make their work better. Pupils' assessment of their own learning is at an early stage although many work in pairs to evaluate each other's work. They discuss their targets with their teachers but do not set their own. All adults question pupils effectively and encourage pupils to think for themselves.

The well planned curriculum generates interest and enthusiasm. Teachers are well aware of the need to develop pupils' basic skills of English, mathematics and information and communication technology. They make sure that there are plenty of opportunities for pupils to use these skills when planning topics. The science curriculum has improved and now provides plenty of scope for pupils to experiment and hypothesise. Links with

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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other schools for music and sport add zest to the curriculum and the wide range of additional activities, including local and residential visits, extend learning well. Parents and carers are becoming increasingly involved in their children's learning and the school's portal, where homework can be accessed, supports them well. The promotion of pupils' personal development, including their personal rights, responsibilities and self-esteem has been very successful. The school has a happy, orderly and caring ethos that helps new pupils settle swiftly into school life.

Staff are knowledgeable about the needs of the many pupils who face challenging circumstances in their lives. The headteacher ensures that she is available when needed, even outside school hours. Close contact is maintained with a range of agencies to ensure pupils are safe and well supported. There are very good systems for introducing children to school, with their carers. Effective links with the secondary school help pupils face the future with confidence. Initiatives such as 'The children's university' raise the aspirations of pupils and their families as well as developing some more unusual skills.

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	1

How effective are leadership and management?

The headteacher has pupils' needs and welfare at the heart of her work in school. She has created an effective and ambitious senior management team which, with the good support of the governors, has systematically generated a good climate for learning. Staff are encouraged to improve their skills and several have gained additional qualifications to become, for example, higher-level teaching assistants. The needs of the many pupils with special educational needs have been catered for well through effective deployment of staff providing additional support. Procedures for ensuring the safety of pupils and adults in school are rigorous. While successes are celebrated, ineffective teaching has been eliminated through thorough monitoring and astute feedback. Governors understand the school's strengths and areas for improvement well, and are committed to raising attainment. They carry out their duties efficiently and are fully involved in school development. They monitor important aspects of school life, such as child protection procedures and the outcomes of initiatives. There is a good action plan to develop community cohesion further, although the school has already established good local and some national and international links to help foster deeper understanding of other cultures. Leaders are actively seeking ways to help pupils develop an understanding of other socio-economic groups. The school deploys its resources wisely

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but acknowledges that there is still work to do to improve pupils' achievement.

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	2
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

Although the school has only taken over responsibility for the Nursery in the last few months, there is a marked improvement in the skills children have gained by the start of their Reception Year. The present cohort show knowledge and skills across the areas of learning that are close to those expected of their age. During the inspection, the Nursery children were just starting school with their parents and carers. The wide range of interesting activities, impeccable organisation and warm welcome from the staff and other children ensure that children will swiftly settle into school life. There are significant strengths in the teaching in the Reception Class. Children now in Year 1 made good, and some very good, progress, many reaching the expected levels by the end of the Early Years Foundation Stage. Excellent partnerships with parents help to ensure good learning in school and at home. The adults in school regularly assess children's learning, keeping photographic and written records that help teachers to plan children's next steps. The teacher generates rapid pace during class sessions, using a range of activities to extend learning, with plenty of physical activities and lots of fun. Children eagerly joined in a 15 minute lesson with their teacher, where they formed letters, counted, listened and commented on part of a story, performed an action song and moved outside like tigers. Their learning was rapid and behaviour impeccable because they were so busy. Although the accommodation, planning and resources are still developing, the wide range of activities inside and out are firmly rooted in promoting learning across

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areas of the curriculum. There is good teamwork and a strong sense of purpose amongst all staff and children are cared for extremely well.

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

Most parents are pleased or very pleased with all aspects of the school and all the questionnaires expressed confidence in the care children receive. A very large majority expressed their satisfaction with teaching and overall provision and some commented on the recent improvement in behaviour. Inspectors agree with these parents' views. There were no written comments that suggest to the inspection team that there are any recurring concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lillington Nursery and 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	66	11	31	1	3	0	0
The school keeps my child safe	18	51	17	49	0	0	0	0
The school informs me about my child's progress	19	54	12	34	4	11	0	0
My child is making enough progress at this school	18	51	16	46	1	3	0	0
The teaching is good at this school	19	54	13	37	3	9	0	0
The school helps me to support my child's learning	13	37	18	51	4	11	0	0
The school helps my child to have a healthy lifestyle	15	43	17	49	3	9	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)	15	43	17	49	2	6	0	0
The school meets my child's particular needs	16	46	18	51	1	3	0	0
The school deals effectively with unacceptable behaviour	12	34	18	51	3	9	2	6
The school takes account of my suggestions and concerns	18	51	12	34	3	9	1	3
The school is led and managed effectively	18	51	11	31	5	14	1	3
Overall, I am happy with my child's experience at this school	19	54	12	34	4	11	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.



23 September 2009

Dear Pupils

Inspection of Lillington Nursery and Primary School, Leamington Spa, CV32 7AG

Thank you all very much for your friendliness and help when we visited your school. We did enjoy your cheerful smiles and the discussions we had with some of you. We could see that you enjoy coming to school and are happy there. We were very impressed by your good behaviour and your politeness to grown-ups and each other. Well done. We were also pleased to see how much more care you are taking over your writing and how hard you work in lessons. Keep up the good work.

Your school is satisfactory overall because some of you, although making good progress, are not yet working at the levels you should be. Because you have good teachers and work hard, we can see that you are learning quickly. We know that those of you who have extra help for your learning are meeting your targets well. You should be very proud of yourselves and your teachers. We have asked your teachers to help all of you achieve more by making sure that they all know what you are capable of and give you work with plenty of challenge. We also want them to help you decide for yourselves what it is you need to do to improve your work and to set your own targets. We know this will work because you are so good at responding when your teachers write 'Would be better if...' when they mark your work. Make sure that you work hard to achieve your goals, won't you?

Your school takes very good care of you all and works hard with the grown-ups in your families to help you all learn well and enjoy yourselves at school and at home. The people in charge of the school are good at planning things to help the school get better and have been successful in improving many things in your school over recent months. Children in the nursery and reception classes are given a good start to their time in school.

It was a pleasure to be in such a happy and friendly school and to see the interesting things you learn. We wish you all the very best for the future.

Yours faithfully

Mrs Judy Dawson

Lead Inspector

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