

# St Leonards C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	134173
<b>Local Authority</b>	Devon
<b>Inspection number</b>	341435
<b>Inspection dates</b>	9–10 December 2009
<b>Reporting inspector</b>	Joanna Pike

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lucie Benchouiha
<b>Headteacher</b>	Geoffrey Williams
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	St Leonards Road Exeter Devon EX2 4NQ
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 lessons, and held meetings with staff, governors and groups of pupils. They observed the school's work, checked safeguarding procedures and looked at a range of documents, including school improvement plans and data about pupils' attainment and progress. Inspectors also scrutinised 37 questionnaires from staff, and 211 questionnaires from parents and carers.

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

- the impact of the school's actions on improving pupils' progress and ensuring it is consistently good across the school
- how successfully senior and middle leaders spread the good practice in the Early Years Foundation Stage and Key Stage 1 into Key Stage 2
- whether pupils have a good understanding of how well they are doing and how to improve
- how effectively leaders at all levels use data about pupils' progress to swiftly tackle underachievement.

## Information about the school

This is a large primary school which was created when the previous middle school and first school amalgamated in 2005. The school serves a community with average numbers of pupils from ethnic minority backgrounds; a very small minority are at an early stage of learning English. The proportion of pupils who have special educational needs and/or disabilities is below average, as is the proportion of pupils eligible for free school meals. Pupils in the Early Years Foundation Stage are taught in two Reception classes. The school has gained Healthy School Status. The governors manage an after-school club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

St Leonards is a good school. The headteacher, staff and governors have worked hard since the school opened to raise and sustain achievement by establishing good provision, especially for the younger pupils. This sensible strategy has led to children in the Reception classes making outstanding progress and reaching well above average standards. They continue to make good progress in Years 1 and 2, achieving well to reach above average standards. The school identified that attainment and progress in writing and mathematics were lagging behind reading, especially in Years 3 to 6. Good use of a range of teaching strategies, as well as 'catch up' programmes, is leading to better progress. Nonetheless, there are a few pupils who are not doing as well as they could. Current Year 6 pupils, who will be the first pupils to have been at the school from the start of Year 2, have made good progress and achieved well to reach slightly above average standards.

A strong contributory factor to the improvements in the school has been the strong emphasis given to the professional development of staff. Excellent partnerships with a range of other organisations provide frequent opportunities for teachers to develop their expertise. For example, the school has been involved in a writing project which has already begun to raise standards in the current Reception classes. Another factor is the outstanding analysis and use of data about pupils' progress. Senior and middle leaders evaluate the impact of classroom teaching and support programmes to find out what works best. This good self-evaluation, together with the shared drive for building sustained achievement is resulting in better progress for older pupils. This demonstrates a good capacity to improve further.

Pupils enjoy their lessons because teachers use a variety of interesting activities. The effective use of a wide range of trips, visitors and special events such as the Respect Festival further enrich the good curriculum and contribute to pupils' good personal development. Teachers are adept at giving clear explanations using effective models. This, together with frequent opportunities for pupils to explain their ideas, leads to good learning. Pupils really benefit when teachers tell them the key points of how to be successful within the lesson and link this to their targets. This good practice is not consistent, and as a consequence many pupils do not have a clear idea of how to improve.

This is an inclusive school where all pupils are well cared for. They know who to go to if they are upset and are confident that adults will listen to them. The school has excellent links with outside agencies and this contributes well to the outstanding support given to vulnerable pupils and families. The after-school club is valued by parents. It offers a wide range of well-planned activities that pupils really enjoy. Strong links with other

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schools in England and abroad contribute effectively to pupils' good understanding of other cultures.

**What does the school need to do to improve further?**

- Improve progress in writing and mathematics so that it is consistently good, by ensuring that the best practice found in some lessons is used more consistently throughout the school.
- Ensure that pupils know the small steps they need to make in lessons in order to reach their targets.

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

In most lessons observed, pupils were learning at a good pace, and sometimes their progress was excellent. They have a positive attitude to their learning, being keen to contribute and work hard. In a Year 3 English lesson, pupils were enjoying thinking about sounds they could hear. They eagerly contributed their ideas. This emphasis on speaking and listening leads to pupils' having oral skills that are above average. Pupils' reading skills are also above average, because of the emphasis given to reading. Attainment and progress although less strong in writing and mathematics are improving because underachieving pupils are picked up quickly and effective action taken. Pupils who have special educational needs and/or disabilities make good progress and many make outstanding progress. This is because of the well-tailored support they receive. Other contributory factors are the school's careful analysis of what support works best and the innovative projects with other organisations.

Pupils have a good understanding about staying safe, for example about cyberbullying and bicycle safety, as a result of the breadth of provision offered. They feel safe and behave safely, including during breaks and lunchtimes. The vast majority are confident that bullying is sorted out and all appreciate the lessons they receive about what to do. A few parents expressed concerns about behaviour in their responses to the parent questionnaire. Inspectors found that behaviour is good both in and outside of lessons. Pupils have a strong sense of right and wrong. Close links with the Church nurture their spiritual awareness. They are thoughtful about others. Pupils can explain why exercise is important to health because of the emphasis that the school places on healthy exercise. They also know that a balanced diet is important. The school council gives pupils an effective role in improving the school, such as the installation of a shed for storing the scooters on which many ride to school. Pupils value the numerous ways in which they can contribute to the school community and beyond. Pupils organise their own stalls for Children in Need, including handling money. This together with their sound skills in literacy and numeracy prepares them satisfactorily for their future economic well-being.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Good relationships and the positive atmosphere promoted by teachers help pupils build their self-esteem and try their best even when they find work challenging. Really exciting activities grab pupils' attention so that they work hard. In a Year 2 art lesson, there were gasps of excitement when the teacher explained how they would make their batik elephant designs. Careful questioning also helps to extend pupils' thinking, particularly for the more able. Displays of exemplars and key points are effectively used in most lessons, but sometimes opportunities are missed for pupils to assess their progress against these key points. Teaching assistants contribute effectively to the good progress of all pupils, including those who have special educational needs and/or disabilities. Teachers mark pupils' work regularly. The quality of advice on how to improve varies. Teachers regularly assess pupils during lessons so that weaknesses can be identified and followed up.

The curriculum meets the needs and interests of the pupils well. Learning experiences are relevant and meaningful, while broadening pupils' experience and imagination. Art provision is a strength and leads to standards that are above average. The application of literacy and numeracy skills and information and communication technology is mainly good. In a Year 2 lesson some pupils made good progress with their weighing and number skills when they were making biscuits. But at times opportunities are missed to make pupils more aware of how to achieve their writing or mathematics targets. Pupils benefit from the excellent range of clubs and other enrichment opportunities; this also contributes significantly to their enjoyment and self-esteem.

A few parents expressed concerns in the parent questionnaires received by the

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inspection team about pupils' safety, particularly at lunchtimes. Inspectors investigated these concerns and found that appropriate procedures are in place and supervision was good. Pupils said they felt well cared for and safe. The school has exemplary transition arrangements to ensure that children starting in the Reception classes can settle quickly, move smoothly into Year 1 and help pupils make a confident start at secondary school. A significant factor in the above average attendance is the school's effective procedures in this area.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has created a vision of a school where learning is valued for adults and children. Staff and governors share this ethos. An astute focus on securing strong provision for the younger pupils and growing this through the school has begun to have a positive impact on achievement. Regular and robust monitoring by senior and middle leaders ensures that weaknesses are accurately identified and tackled. For example, the school knows that some weaknesses remain in writing and mathematics, and is working with other organisations, including the local authority, to overcome these. Strategic planning is a strength and action plans focus on driving up standards. The established governors know the school extremely well, through a sensible range of strategies such as links with subjects and action plans. They ask searching questions in holding the school to account. At present a number of new governors are taking up their role and are not able to play such a strong part. At the time of the inspection all safeguarding procedures were secure and well organised. They are regularly reviewed to ensure pupils' safety and well-being.

The school does all it can to forge a close partnership with parents. A few parents do not perceive that the school listens to and acts on their views. Inspectors' findings suggest that the school does consult parents frequently, and provides appropriate opportunities for parents to work in partnership with the school. Equal opportunities are promoted well and the school is rigorous in monitoring the achievement of different groups so that there are no clear differences at present. The numerous excellent partnerships with other organisations such as the Church, and other schools in England and abroad, contribute effectively to community cohesion. The school has started a project with a university to audit current strengths and build on these further.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children blossom in this highly attractive and stimulating environment, which covers all areas of learning and encourages independence. Children start in the Early Years Foundation Stage with skills, knowledge and understanding that are in line with expected levels. Achievement is outstanding. Children make excellent progress and attain standards by the end of the year that are well above average. In one lesson children were totally engrossed in scientific exploration of investigating artificial snow. They made rapid progress with their understanding, commenting, 'it's light, fluffy and bouncy. You can build snowmen with it because it sticks together'. Excellent knowledge of the children ensures that planning is tailored to meet individual needs. This is further helped by rigorous assessment and monitoring of children's progress. Leadership is outstanding. Staff constantly look for ways of improving provision. Staff have identified that attainment in writing is slightly weak. The action taken has already started to show a positive impact. Parents are encouraged to be active partners with the school. Many join in with the wide range of interesting 'table top' activities at the start of the day. Welfare has a high priority and staff are vigilant in ensuring children's safety.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## **Views of parents and carers**

Over half of the parents and carers at the school completed parent questionnaires. While most parents expressed extremely positive views about the school, a minority were critical. While almost all parents agree that their children enjoy school, their concerns were mainly about the school not communicating sufficiently with parents, about behaviour, pupils' safety and progress, and leadership of the school. Inspectors examined each of these issues with care, and their findings accord with the positive views held by most parents. Comments such as, 'my child absolutely loves school', 'the school is well led', and 'we are kept very well informed on school matters and also about our child's progress' are typical of the views of many.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Leonards 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 12 statements about the school.

The inspection team received 211 completed questionnaires by the end of the on-site inspection. In total, there are 383 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	112	53	86	41	4	2	2	1
The school keeps my child safe	94	45	90	43	19	9	3	1
The school informs me about my child's progress	52	25	130	62	20	9	2	1
My child is making enough progress at this school	64	30	99	47	33	16	6	3
The teaching is good at this school	79	37	105	50	11	5	1	0
The school helps me to support my child's learning	72	34	110	52	18	9	1	0
The school helps my child to have a healthy lifestyle	83	39	115	55	7	3	2	1
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)	57	27	98	46	19	9	3	1
The school meets my child's particular needs	55	26	102	48	26	12	15	7
The school deals effectively with unacceptable behaviour	46	22	82	39	42	20	22	10
The school takes account of my suggestions and concerns	44	21	102	48	26	12	15	7
The school is led and managed effectively	54	26	98	46	15	7	17	8
Overall, I am happy with my child's experience at this school	82	39	90	43	24	11	1	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Dear Pupils

Inspection of St Leonards C of E Primary School, Exeter EX2 4NQ

Thank you for making us welcome, showing us your work and talking to us about your school. I thought you might like to know what I am saying in my report. Yours is a good school and we enjoyed our two days with you. We will remember how polite and well behaved you all were. You know how to stay safe and are considerate of others. You enjoy taking responsibility and we were impressed with the way you raise money for charities such as Children in Need. You also impressed us with your good knowledge of how to keep healthy. You explained how a balanced diet is important and that exercise keeps you fit by burning up your calories.

You get off to an outstanding start in the Reception classes, and continue to make good progress throughout the school. As a result of good teaching, you reach standards by the end of Year 6 that are slightly above average. You enjoy your learning and work hard because you want to do well. Those of you who go to the after-school club learn all sorts of exciting things and have fun. Your school has excellent partnerships with other organisations such as schools and universities. These links help to increase the range of opportunities on offer to help you all do even better.

Those in charge of your school want to make things even better for you. We have tried to help by suggesting the school does following things:

- help you make even better progress in writing and mathematics
- know the small steps you need to make in lessons that will help you to reach your targets.

Yours sincerely

Joanna Pike

Lead Inspector

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