

Leconfield Primary School

Arram Road, Leconfield, Beverley, HU17 7NP

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils, parents and staff are proud of their school. Parents say that it is a happy community and offers many exciting opportunities to enrich their children’s lives.
- The overall quality of teaching throughout the school is good. At times, it is outstanding.
- All groups of pupils make good progress so that by the end of Year 6 attainment in writing is average but improving rapidly. Attainment in reading and mathematics is well above average.
- The youngest children and those new to the school settle quickly into school routines because of the high level of care that adults provide.
- Relationships between pupils and adults are excellent. Pupils’ behaviour in and outside classrooms is exemplary.
- Pupils’ spiritual, moral, social and cultural development is outstanding.
- Pupils willingly take on roles of responsibility because they believe it is a way of giving something back to the school for the support and friendship that adults offer them.
- Leaders and managers have a secure knowledge of the school. Actions are focused on improving the quality of teaching and increasing the rate at which pupils make progress.
- Governors have a very clear understanding of their roles and responsibilities, and hold leaders to account for the quality of education the school provides.
- Attendance is above average.

It is not yet an outstanding school because

- While teaching is consistently good or better there is not yet enough that is outstanding in order to accelerate pupils’ progress further, especially in writing.
- Work planned for pupils is not always hard enough and in some lessons, pupils who show they can do the work are not always moved on quickly enough.
- Pupils do not have enough opportunities to be involved in extended pieces of writing in subjects other than English.
- Marking and feedback do not always inform pupils of what they have done well or what they need to do to improve further.

Information about this inspection

- Inspectors observed 17 lessons of which two were joint observations carried out with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, the Chair of the Governing Body, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime
- The inspectors took account of 23 responses to the on-line questionnaire (Parent View) in planning the inspection. Discussions were also held with parents who brought their children to school, to ascertain their views.
- The inspectors observed the school’s work and took into account the work in pupils’ books, the school’s own data on pupils’ current progress, the school’s improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance, and documents relating to safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Victoria Johnson

Additional Inspector

Full report

Information about this school

- Leconfield is smaller than the average sized primary school.
- The proportion of pupils entitled to the pupil premium due to being looked after by the local authority or known to be eligible for free school meals is well below average. The proportion of pupils that belong to service families is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The proportion of pupils who join or leave the school other than at the usual time is well above average. Most of these are the children of service families.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is well below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise pupils' attainment and increase the proportion of outstanding teaching, especially in writing, by:
 - providing pupils with more well-planned opportunities to write at length in subjects other than English
 - ensuring pupils are quickly moved on to more challenging work once they have demonstrated their understanding of what is being taught
 - ensuring that marking and feedback inform pupils of what they do well and exactly what it is that they need to do to improve further.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are typically as expected for their age in all areas of learning. Children make good progress throughout the Reception class because of good teaching and the exciting range of well-planned activities, which take account of their individual needs. Children are encouraged to be independent, taking responsibility for their own learning. By the time they join Year 1, their attainment is above average.
- By the end of Year 2 and Year 6, standards vary year-on-year because of the high proportion of pupils who join the school at different times in their school careers. Generally, standards by the end of Year 2 are average, although in 2012 attainment improved dramatically to being well above average in reading, writing and mathematics. By the end of Year 6, standards in writing are generally average. However, training undertaken by teachers to improve pupils' writing is now quickening the rate at which pupils make progress and as a result, attainment in this subject is rising. Attainment in reading and mathematics is generally well above average, with a higher proportion of pupils making better than expected progress than do so nationally.
- A new approach to teaching the linking of sounds and letters has been introduced. This is having a positive impact on helping pupils to become confident, fluent readers. As pupils move through the school, they develop a love of reading and are keen to discuss moral and ethical issues within the text, such as those in Suzanne Collins' book 'The Hunger Games'.
- The school promotes and checks that all pupils have equality of opportunity. For example, the funding received by the school to support pupils eligible for the pupil premium is spent judiciously on a range of well-considered interventions, including one-to-one tuition, additional teaching assistants and the support of a Service Families Liaison Partner. As a result, these pupils, including the children of service personnel, make the same progress and attain standards similar to those of their classmates.
- Pupils who are disabled or who have special educational needs and those who belong to minority ethnic groups make similar progress to that of their peers. Sensitive, well-organised support from teachers and teaching assistants enables these pupils to gain confidence in their own ability and promotes their learning well.

The quality of teaching is good

- Teaching is consistently good and an increasing proportion is now outstanding. This reflects the views of all parents who responded to the Parent View questionnaire who said that their children are taught well and make good progress.
- Teachers plan enjoyable lessons that generally meet the needs and interests of pupils well. In the best lessons, teachers use assessment very effectively to plan lessons that enable pupils to build on what they already know and can do. This helps them to make good progress. However, sometimes there is too much focus by teachers on pupils undertaking and completing repetitious tasks. As a result, some pupils do not always make the progress of which they are capable because they are not moved on quickly enough nor encouraged to think hard enough.
- Rightly, the school places emphasis on the teaching of basic skills in reading, writing and mathematics. Pupils are given interesting opportunities to apply and develop their mathematical skills to imaginative real-life problem-solving activities. However, they are not provided with enough opportunities to apply, and thereby develop, the skills they learn in English lessons to extended pieces of writing across subjects other than English. This limits the progress pupils make in their writing.
- Marking and feedback across the school are regular and positive. In the best practice, pupils are informed of what they have done well, what they need to do to further improve, and have opportunities to respond to teachers' comments and to correct their errors. This good practice is,

however, not seen in every classroom and, as a result, some pupils are not always clear about what is expected of them.

- Teachers and teaching assistants work in excellent partnership. Teaching assistants provide effective support to ensure the needs are met for disabled pupils, those who have special educational needs, those who join the school partway through their education and those who speak English as an additional language.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons and around school is typically exemplary. They are always polite to, and respectful of, others. For example, in an assembly they showed great delight in and shared the pride of the exceptional and moving performance of the school choir, and the dazzling rendition of a song performed by all the boys in the school.
- Pupils are polite and welcoming, strengthening the warm and positive climate for learning throughout the school.
- Pupils say they are happy and feel safe in school. Parents agree overwhelmingly with this point of view. Pupils know what they can do to stay safe in a range of different situations, including when using the internet. If any unkindness does happen they say that it is dealt with quickly. They are aware of all the different forms of bullying and take full responsibility for their personal conduct. Consequently, they are adamant that bullying never occurs.
- Pupils' exemplary behaviour is underpinned by excellent relationships. This is exemplified by the very high proportion of pupils who speak so highly of their teachers, attend the exciting and extensive range of after-school sports, musical and drama clubs, and willingly take on roles of responsibility. They do this because, as one pupil pointed out, 'We should always be prepared to give something back to others, like our parents and teachers who do so much for us.' These activities make a strong contribution to pupils' outstanding spiritual, moral, social and cultural development.
- Attendance is above average.

The leadership and management are good

- The headteacher provides caring and effective leadership. The school benefits from her boundless enthusiasm, which is reflected in the high proportion of pupils, staff and parents who say that they enjoy and are proud to be a part of this school. Staff are fully committed to the clear direction given by her. They demonstrate a strong commitment to build upon the positive climate for learning which pervades the school.
- School leaders constantly check how well the school is doing. Consequently, they have an accurate view of its strengths and a clear understanding of the priorities for improvement and actions needed to resolve them. Effective procedures are in place for evaluating and improving the quality of teaching, and senior leaders accurately identify how lessons can be improved further.
- The management of teachers' performance is linked closely to teaching and learning. It is well-thought through and carried out, enabling leaders and governors to promote the most effective teachers into positions that are enabling them to drive up the quality of teaching across the school.
- The range of subjects and activities provided for pupils is a strength of the school. Topic-based learning means that English and mathematics are threaded through pupils' experiences although there are insufficient opportunities for pupils to apply their writing skills across a range of subjects.
- Pupils relish the opportunities to take part in a wide range of clubs. This was commented on by many parents, one of whom said, 'The school takes the time to seek out children's talents and offers each of them life enriching and life enhancing experiences which have the potential to

change their lives forever.’

- The local authority has taken a light-touch approach in recent years to its support for the school. This is because it has confidence in leaders to make the right choices about how to move the school forward. The authority has also recognised that there is considerable expertise within the school from which others can learn and improve.
- **The governance of the school:**
 - The governing body is effective in its role of challenging leaders and holding them to account. Governors know the school well. They understand its strengths and areas for improvement, particularly where teaching is concerned, and the action the headteacher is taking to improve its quality. Governors ensure that the headteacher only rewards good performance. Governors keep a tight rein on financial matters and are rightly confident that pupil premium funding is having an impact on the pupils concerned. Regular training enables governors to ask insightful questions of the school so that they understand how its performance compares with others. They ensure that statutory requirements, including that of safeguarding, are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117872
Local authority	East Riding of Yorkshire
Inspection number	412460

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	181
Appropriate authority	The governing body
Chair	L Ringrose
Headteacher	J Farmer
Date of previous school inspection	22 February 2007
Telephone number	01964 550303
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