

Leamore Primary School

Inspection report

Unique Reference Number	104157
Local Authority	Walsall
Inspection number	355534
Inspection dates	14–15 February 2011
Reporting inspector	Martin Pye

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	234
Appropriate authority	The governing body
Chair	Clifton Leonard
Headteacher	David Brownsword
Date of previous school inspection	2 July 2008
School address	Bloxwich Road WS3 2BB
Telephone number	01922710514
Fax number	01922 470738
Email address	postbox@leamore.walsall.sch.uk

Age group	3–11
Inspection dates	14–15 February 2011
Inspection number	355534

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 assesses 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 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 16 lessons and observed eight teachers. The inspectors held discussions with members of the governing body, the headteacher and other staff, a group of pupils and the School Improvement Partner. They looked at a range of other information, including documentation relating to self-evaluation and safeguarding, data showing the progress made by pupils, and samples of their work. Questionnaires returned by 36 parents and carers, 82 pupils and 19 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning in Key Stage 1, especially in English.
- The impact of actions taken by the school leaders to improve pupils' progress and attainment across the curriculum and throughout the school.
- The steps the school has taken to broaden pupils' cultural understanding.
- The impact of the school's actions to improve attendance.

Information about the school

Leamore Primary is an average-sized primary school where the vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities has risen over the past three years and is above average. The proportion of pupils with a statement of special educational needs is below that found in most schools. The school has a nursery that can accommodate 52 children on a part-time basis. The school has a number of awards and accreditations including National Healthy School Status, Activemark, International Schools Award and Artsmark Silver.

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

1

Main findings

Leamore Primary is a good and improving school. It already has several outstanding aspects such as its procedures for keeping pupils safe, the innovative curriculum, and the many opportunities for pupils to get involved in school and local projects. Strong links with external agencies and a caring ethos ensure that all pupils, especially those most vulnerable due to their circumstances, are well cared for, and feel valued and safe. Staff have high expectations that pupils will behave well, and they do. Parents and carers speak positively about the work of the school and describe the school as a welcoming place with a strong sense of community. Nevertheless, despite concerted efforts by the school's leaders and managers to work with parents and carers, and the local authority, to reduce absence rates, too many pupils still do not attend school frequently enough.

Good teaching and an outstanding curriculum, supported by excellent partnership arrangements, enable pupils to make good progress. By the time they reach the end of Year 6, they attain standards in English, mathematics and science that are above average for their age. Imaginative use of new technologies captures pupils' interests and generates enthusiasm for learning. The blogging project and 'Little Monsters' radio station help pupils to broaden their understanding of the world and to develop a good understanding of other cultures.

Although most teaching is good, there are some inconsistencies between classes and across subjects. In lessons which involve practical activities that allow pupils to discuss and work together, time is used well. However, in some English and mathematics lessons, pupils have to sit and listen to the teacher for too long. Consequently, they do not get enough time to work independently, to practise their skills or to reflect on the quality of their work, and this slows their progress.

The school has effective systems in place to monitor the progress made by all groups of pupils and to set challenging targets for their future performance. Pupils at risk of under-performance are identified quickly and receive carefully targeted support which helps them to get back on track. Rates of progress have been variable in the past, with pupils making faster progress in Years 5 and 6 than in the younger classes, but current tracking data indicate that progress rates have recently become more even across the school. The school gives clear advice to pupils about the importance of a healthy diet and regular exercise but has been less successful in influencing the choices they make about the adoption of healthy lifestyles.

The school has improved significantly since the last inspection as a result of the outstanding drive and ambition of the school's leaders and managers. The headteacher and senior team are determined to improve pupils' educational opportunities and are uncompromising in their efforts to achieve excellence for all pupils regardless of ability or background. This has created a climate of high expectation, equality of opportunity for all,

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

and a strong sense of shared purpose. All of the issues raised at the last inspection have been addressed very well. As a result, pupils now benefit from a markedly improved curriculum and good teaching, enabling them to make good progress throughout the school. There is pride in what has already been achieved and a total absence of complacency. The school knows exactly what to do to improve further and has secure plans in place to build upon its existing achievements and realise the senior leaders' aspiration to create an outstanding school. Consequently, the school's capacity for further improvement is outstanding.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so it is all at least good and the majority is outstanding by:
 - increasing the time and opportunity for pupils to work independently and in small groups
 - raising expectations of what pupils can achieve in a lesson
 - ensuring that all learning activities are carefully planned to meet the learning objectives
 - giving more opportunity for pupils to self-evaluate their work.
- Improve the rates of attendance to be at least in line with the national average by July 2011 by:
 - working closely with parents and carers of pupils whose attendance is unsatisfactory
 - working with the local authority to take decisive action when the school's strategies are unsuccessful.
- Work with parents and carers to help pupils to adopt more healthy lifestyles.

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

Children start in Nursery with skills below those expected for their age. They settle in quickly and the progress made by all groups of pupils, including those with special educational needs and/or disabilities, is good. During the inspection, pupils were seen making good progress and achieving well. Work in lessons and in pupils' books shows that progress in reading, writing and mathematics is being accelerated by the use of small group sessions for specific groups of pupils. In addition, some pupils follow a carefully planned programme of one-to-one support for reading and this is effective in raising both their attainment and self-esteem. This clear focus on the core skills has been instrumental in raising attainment in the school.

Pupils are well-behaved, friendly and helpful. Pupils enjoy being part of the school choir which performs at many local venues and has won several awards. Pupils support a number of international charities and have raised funds to employ teachers and improve resources at their partner school in Kenya. Innovative practice with information and communication technology (ICT) allows pupils to interact with a global audience and this helps to develop their awareness of the wider world and other cultures. Pupils report that they feel safe in school and are confident that the school staff will help them if they have

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

any concerns or worries. While pupils understand about the importance of regular exercise and a balanced diet in keeping healthy, many pupils still do not make healthy choices, preferring to bring sugary snacks and 'pop' at break and lunchtimes.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers know their pupils well and have detailed information about the progress they are making. Consequently, lessons are well-planned to meet the needs of all pupils. However, on occasions, learning activities are not sufficiently well-matched to the planned learning, or the teacher's expectations of what pupils should achieve in a lesson are not as high as they could be. The best teaching involves purposeful tasks that give pupils opportunities to work together, make decisions and apply their skills. For example, in a science lesson, pupils made good progress because they were actively engaged in a collaborative practical task that focused their attention and required them to question and discuss each other's ideas. However, on occasions, the teacher talks for too long and this reduces the time available for pupils to practise skills and to work independently or in small groups.

Work is marked regularly and pupils are able to explain how targets help them to understand the progress they have made. However, in some lessons, an over-reliance on the teacher means they do not always have sufficient time to reflect on what they have learned and consider how they could improve their work further. The school has detailed information about attainment and has rigorous systems for tracking pupils' progress.

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

Consequently, the targeted support for pupils who find learning difficult is effective in meeting individual pupils' needs. The arrangements when children start school or move between classes are well organised.

A strong feature of the school's work is its outstanding curriculum. Since the last inspection, the school has rightly focused on raising attainment in English and mathematics. It is now developing its curriculum further to build imaginative and meaningful links between subjects and provide opportunities for pupils to use and apply their skills. Innovative use of ICT enthuses pupils and enriches their learning. Pupils are excited by the use of laptops and blogging in literacy lessons. Sessions in the 'Little Monsters' radio station and 'Inspiration Days' about the Egyptians or the Second World War provide pupils with memorable experiences and make them keen to learn more. The wide range of after-school clubs and an impressive range of partnerships, such as whole-class violin tuition provided through the Forest Arts Project, enrich the curriculum.

The school has implemented rigorous procedures for monitoring absence. Strategies, such as attendance rewards, and the work of the education welfare service, encourage pupils to come to school regularly. The school has been successful in reducing the number of pupils who are persistently absent. As a consequence, levels of attendance and punctuality are improving, but remain low.

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	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strong and clear-sighted leadership and management are at the heart of the school's success. The energetic headteacher has built a strong team that shares his vision to create an outstanding school. School leaders and managers check the school's performance rigorously, offer constructive advice and hold staff to account very well. This has created a climate of challenge and support for all. As a result, staff morale is high and pupils' progress is accelerating. There is a clear awareness that the next step is to share, and learn from, existing good practice in order to raise the majority of teaching from good to outstanding. The school promotes complete equality for all pupils through its detailed monitoring and exemplary support for any pupil that needs it.

The governing body fulfils all statutory requirements and gives excellent attention to the welfare of pupils and staff, contributing to the school's outstanding safeguarding procedures. It holds the school to account, evaluating the impact of its work and bringing an informed level of challenge and support to school development planning. The school is a cohesive community. Links with local and more distant communities are well developed. Innovative use of ICT has been instrumental in raising pupils' awareness of the diverse

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

range of communities in the United Kingdom and globally. The school has good relationships with parents and carers, who are provided with good quality information about school life and their children's welfare and progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter Nursery with skills that are often well below those expected for children of a similar age. They make a good start to learning, and progress is good. This is because the Early Years Foundation Stage leader and her team have created an exciting learning environment and have good systems for monitoring and tracking children's achievements. Well-planned activities mean that children are able to make choices and this helps them to develop independence. Teaching is lively, imaginative and engaging. As a result, children are happy and enjoy their learning. There is a sound balance between adult-directed and child-initiated learning, although there are insufficient opportunities for children to move freely between indoor and outdoor activities. ♦ Adults act as good role models, encouraging and praising children calmly. This supports their development and promotes good behaviour. The adults in charge of the Early Years Foundation Stage have a good understanding of the welfare requirements and ensure that the children are well cared for. Risk assessments are robust, staff are suitably trained for working with young children and safeguarding requirements are fully met.

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

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

Fewer responses were received to the questionnaire compared with most schools. Most of the parents and carers who did respond, or who talked to the inspectors, expressed very positive views about the school with one parent saying, 'I am pleased with everything at Leamore Primary.' All of the respondents agreed that the school is well led and managed, and that their children enjoy coming to school and are kept safe when they are there. Two parents or carers raised concerns about the school's slow response to their questions about behaviour and progress. One negative comment about the cost of school uniform was received. The inspection found that the school takes good steps to communicate with parents and carers and responds well to their concerns or suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leamore 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	67	12	33	0	0	0	0
The school keeps my child safe	28	78	8	22	0	0	0	0
My school informs me about my child's progress	21	62	11	26	2	6	1	3
My child is making enough progress at this school	26	72	8	22	1	3	1	3
The teaching is good at this school	29	81	5	14	1	3	0	0
The school helps me to support my child's learning	23	64	11	31	0	0	1	3
The school helps my child to have a healthy lifestyle	23	64	11	31	1	3	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)	23	64	7	19	3	8	0	0
The school meets my child's particular needs	25	69	10	28	1	3	0	0
The school deals effectively with unacceptable behaviour	28	78	3	8	3	8	0	0
The school takes account of my suggestions and concerns	25	69	6	17	3	8	1	3
The school is led and managed effectively	29	81	7	19	0	0	0	0
Overall, I am happy with my child's experience at this school	29	81	6	17	1	3	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



16 February 2011

Dear Pupils

Inspection of Leamore Primary School, Walsall WS3 2BB

Thank you for your welcome when I inspected your school with two other inspectors. We very much enjoyed our visit. Thank you for telling us about your work and all the other things you do at school.

You are taught and looked after well. The school gives you interesting work to do and organises some excellent clubs and other activities. You make good progress in your work, grow in confidence and contribute very well to your community. We especially liked the way you look out for each other and accept responsibilities. Most of you come to school regularly, but a few of you do not. The headteacher says he is going to do all he can to make sure everyone comes to school as often as possible so that they do not miss out on the exciting things that go on.

Your headteacher and staff know how well your school is doing and how to improve it in the future. It is a good school and, with your help, it can become even better. Your teachers will try to make sure that you learn as much as you can in every lesson, right through the school. If you do that, you will be able to achieve even better results by the time you leave. We would also like you to think more carefully about the importance of eating healthy foods and taking regular exercise because this will help you to understand how you can keep fit and well.

Thank you again and my best wishes for the future.

Yours sincerely

Martin Pye

Lead inspector

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 0300 123 4234, or email enquiries@ofsted.gov.uk.