

# Little Leigh Primary School

Shutley Lane, Little Leigh, Northwich, Cheshire, CW8 4RN

**Inspection dates** 11–12 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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' behaviour is outstanding. This makes an exceptional contribution to their learning and to the school's safe environment. Pupils enjoy learning and working together. They respect each other, their teachers and visitors. They are very proud of their school.
- All pupils make at least good progress. By the end of Year 6, standards are well above average in all subjects, and are particularly high in reading.
- Disabled pupils and those with special educational needs, make at least good, and often outstanding progress, given their starting points.
- Teaching is good in each year group, and in all subjects. Some teaching is outstanding and it is improving. In the majority of lessons, teachers involve pupils well. They plan tasks which are set at just the right level to challenge pupils and build on their skills and abilities.
- The school is led and managed by a very strong and clearly focused senior leadership team. Supported by an able and committed governing body, the headteacher and her team ensure that teaching and pupils' achievement is continuously improving.
- The vast majority of parents are very satisfied with their child's education. They are supportive and value the continually increasing opportunities on offer to become more involved in the life of the school.

### It is not yet an outstanding school because

- Standards achieved in mathematics, although improving, are not yet as good as those achieved in reading and writing.
- Occasionally, lessons do not always move along swiftly enough to ensure that all pupils, particularly the more able, are fully involved and challenged.
- Pupils do not always have enough opportunities to work on their own and find things out for themselves.

## Information about this inspection

- Inspectors observed 15 lessons as well as small group activities, parts of lessons, two assemblies and the teaching of phonics (letters and the sounds they make).
- Inspectors listened to pupils read from Years 2, 3, 5 and 6, and held discussions with two groups of pupils from across the school.
- Meetings were held with various members of staff, including members of the senior leadership team and subject coordinators.
- Pupils' work was scrutinised by inspectors during lessons, and separately with the headteacher.
- Meetings were held with seven governors, including the Chair and vice-chair of the governing body. A telephone discussion also took place with a representative from the local authority.
- Inspectors took account of 29 responses to the online questionnaire (Parent View), as well as the school's own surveys of parents' and pupils' views. Two letters from parents were taken into account, as well as questionnaires completed by 10 members of staff.
- Various school documents were examined and these included: monitoring records of the quality of teaching; school data on pupils' progress; minutes of the governing body meetings; development plans; external school evaluation reports; records of pupils' attendance; records of behaviour; and safeguarding documentation.

## Inspection team

Lenford White, Lead inspector	Additional Inspector
Neil Dixon	Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils from minority ethnic groups is much lower than average, and no pupils speak English as an additional language.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is well below the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children with a parent in the armed services, and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A privately run breakfast club, and after-school clubs operate on the school site.
- The school has undergone a number of staffing changes since its last inspection, including the appointment of a new headteacher and deputy headteacher. New members have joined the governing body and a new Chair and vice-chair have been appointed.

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

- Improve the quality of teaching so that more is outstanding and in so doing, raise levels of attainment for all pupils even further, particularly in mathematics, by:
  - ensuring that all lessons move along at a swift pace and engage and challenge all learners, particularly the more able
  - ensuring that pupils are able to explore areas of learning independently and find things out for themselves
  - providing as many opportunities as possible for pupils to use their mathematical skills across all areas of the curriculum.

## Inspection judgements

### The achievement of pupils is good

- The vast majority of children enter Reception with skills and abilities which are, at least, in line with those expected for their age. They get off to a very good start in Reception and make good progress in all areas of learning, especially those which relate to their communication, language and literacy. Good teaching and high expectations ensures that pupils continue to make at least good progress through Key Stage 1 to achieve standards that are above average in reading, writing and mathematics.
- Achievement has improved for all groups of pupils at Key Stage 2; by the time pupils leave Year 6, they attain standards in all subjects which are significantly above those found nationally. For example, in mathematics a much higher proportion of boys this year attained the higher levels at the end of Key Stage 2 than last year. Even so, standards across the school in mathematics are not as good as those achieved in reading and writing. Pupils are not always given enough opportunities to use their mathematical skills across all areas of the curriculum.
- The school's careful tracking of pupils' progress ensures that the achievement of pupils from minority ethnic groups is just as good as that of other groups of pupils, and better than similar groups found nationally.
- Disabled pupils and those with special educational needs speak very highly of the tailored support they receive. One pupil commented, 'I have my own special table with number lines. I am helped to write things on my whiteboard and I think I get the right amount of help.' Due to this and good quality monitoring and tracking, these pupils' achievement in reading, writing and mathematics, is at least good, and sometimes outstanding and better than similar groups of pupils nationally.
- Occasionally, the achievement of more-able pupils is held back because lessons do not always move along swiftly enough to ensure they are fully involved and challenged.
- The few pupils entitled to support through the pupil premium make outstanding progress and perform much better than similar groups of pupils nationally; this is ensured by targeted one-to-one and small group teaching activities. School records and inspection evidence show that their attainment, including those pupils known to be eligible for free school meals, is currently in line with their peers in school in reading, and ahead by approximately two terms in writing and mathematics.
- The school has secured excellent results over the last two years in the national screening check for reading in Year 1 and has fostered a great enthusiasm for reading in pupils. Those pupils who read to inspectors were very knowledgeable about a wide range of authors. They could discuss their preferred writing genres and recount in detail books that they had recently read. Pupils enjoy reading at home and at school.

### The quality of teaching is good

- Teaching in all subjects across the school is good. Most lessons observed during the inspection were good, with some outstanding. A close scrutiny of pupils' work over the last academic year confirms that teaching is typically at least good over time.
- Relationships between teachers and pupils are very strong and teaching assistants provide very effective support to pupils. In the best lessons, teachers fully involve and challenge all pupils.
- Pupils are adept at working together. Most classroom activities require them to work either in pairs, or in ability groups. This was the case in a good Year 4 mathematics lesson where pupils worked exceptionally well together to apply their problem solving skills to work out the length of train journeys from one city to the next, and the overall duration of music concerts featuring different acts.
- The majority of pupils know their learning targets and what they need to do in order to reach them. A scrutiny of books revealed that pupils are good at assessing their own and each other's

work. They are also given many opportunities to comment on what their teachers have to say about their work. The best marking encourages a detailed and continuous dialogue between teachers and pupils which clearly charts progress.

- In the best lessons, teachers help to fire pupils' imaginations and provide opportunities for them to write extended pieces of work.
- In an outstanding English lesson, Year 5 and Year 6 teachers worked very skilfully with two groups of pupils. One group was taken to an imaginary beach in Goa, where after closing their eyes and listening to the sound of lapping water, they revealed that they had 'seen', 'tumbling waves' and enjoyed snorkelling in the sea. Having explored a tropical rain forest, the second group talked about the 'free-flowing birds' that they had 'seen', and the touch of soft soil.
- Most teachers ensure that pupils are given opportunities to work on their own and find things out for themselves. This was evident in an outstanding problem solving mathematics lesson, where pupils were provided with a recipe for an Indian meal and challenged to work out how much it would cost to buy different ingredients from various online shops. However, pupils do not always have such opportunities.
- In a small minority of lessons, teachers do not ensure that the lessons move along at a swift enough rate to ensure that all pupils, particularly the more-able, are fully challenged.

### **The behaviour and safety of pupils are outstanding**

- Pupils' attendance is exceptional, and much higher than the national average. Pupils' exemplary attitudes towards each other, their teachers and learning ensure that they make good, and sometimes outstanding, progress.
- Pupils' behaviour in lessons, at play and when moving between lessons is never less than good. They are polite and enjoy showing visitors around their school.
- All members of the school community take responsibility for ensuring that high standards of behaviour are maintained, including governors who have been responsible for monitoring behaviour at lunchtimes and during lessons. As a result of their observations the school's behaviour policy has been recently updated.
- Teachers and other adults consistently implement the school's exceptionally high expectations of pupils' behaviour. They know pupils well and can expertly manage situations in which the behaviour of certain pupils might be less than good.
- The overwhelming majority of pupils are of the opinion that behaviour is good at the school at all times. They have a very well developed understanding of different forms of bullying which they say rarely, if ever, happens in the school.
- Pupils know what prejudice-based bullying is. Those who spoke to inspectors were adamant that no pupils are ever treated unfairly because of how they look, their religion or skin colour.
- The overwhelming majority of parents who completed Parent View, and all staff who completed the inspection questionnaire, indicated that behaviour is usually good and often outstanding. A larger sample of parents who completed the school's own questionnaire indicated that they thought behaviour was outstanding and that their children are always safe.
- Pupils enjoy being given responsibilities such as 'buddies' and 'reading partners' in Year 6 and as members of the FBI (Friendly Bullying Investigators). The school's 'Aunty Bully' wall helps pupils to find advice and express any concerns. Older pupils benefit from anti-bullying workshops with mentors from the local Weaverham High School.
- Teachers and the many visitors to the school ensure that pupils know how to conduct themselves properly when using the internet. Pupils know never to give personal information out to strangers.

### **The leadership and management are good**

- The headteacher and deputy headteacher have very high aspirations for the school. They have effectively assessed the school's strengths and what it needs to do in order to become

outstanding. Their review of the quality of teaching, close tracking of pupils' achievement and development of the roles of the school's English and mathematics coordinators have ensured continuous improvement during their tenure. However, school leaders recognise that more needs to be done to ensure that all teaching is as good as the best, and that more-able pupils always achieve as well as they can.

- The school's new leadership team has effectively 'opened up' the school to parents through, for example, their involvement in phonics and mathematics workshops, and to the local community with, for example, pupils' greater involvement in the local church through celebrations such as the Harvest Festival.
- All staff work together in an effective team, of which they are proud to be members. Teachers, including those newly qualified, are very appreciative of the professional development that they receive and say that this has helped to improve their teaching practice and pupils' achievement.
- School leaders are eager to ensure equality of opportunity for all pupils, and have successfully narrowed gaps between the achievement of boys and girls. Boys' achievement in mathematics this year has significantly improved, especially in Key Stage 2 and now surpasses that of boys nationally.
- Senior leaders carefully monitor the quality of teaching. All staff are set specific performance management targets which relate to the school's plans for improving standards.
- The curriculum offers many memorable experiences for pupils who benefit from a well-used outdoor area and gardens. The school's recently developed forest school provides good opportunities for pupils to learn about the environment, plants and animals and to hone their teamwork skills. Pupils particularly enjoy their residential opportunities and visits to the Spaceport Museum, Pettypool, local church and to Conway Castle. One of the reasons why the curriculum is not yet outstanding is because pupils are given too few opportunities to apply and consolidate their mathematical skills in a range of subjects.
- Pupils' spiritual, moral, social and cultural development is a strength and is developed through theatre visits, storytelling and drama sessions and through a thematic curriculum that explores various religions, and cross-curricular topics such as India.
- The local authority has a good relationship with the school, which it now describes as 'light-touch.' The school also enlists the advice of an independent consultant who has worked with it to help further improve the quality of teaching and pupils' performance.
- A popular and well-organised breakfast club, and a wide range of after-school activities, including choir, felt-making and cookery, contribute well to pupils' social development.
- School leaders and governors make sure that safeguarding policies and practices meet current government requirements.
- **The governance of the school:**
  - School governance is of an exceptionally high standard. Governors know exactly how much the school has improved under its new leadership, and that stretching pupils to achieve even more, particularly more-able pupils, will help it to become outstanding. Governors' good training ensures that they are effective in the way that they challenge and support the school. All new governors undergo the school's full induction programme. This ensures that they are fully conversant with its priorities.
  - Governors know that the quality of teaching overall is good and improving because they are in school frequently, observe lessons, talk to pupils and receive reports from the headteacher and external consultants. Governors are happy to reward teachers for their commitment and success, but only when challenging targets are met. They know that the headteacher is leading a continually improving school because they manage her performance regularly.
  - Governors recognise that all children, irrespective of their circumstances, should be given equal opportunities to succeed. They know that small group teaching activities for those entitled to support through the pupil premium have been effective in ensuring that their achievement is at least as good as their peers.

## 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

<b>Unique reference number</b>	111051
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	412319

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wayne Marsden
<b>Headteacher</b>	Sarah Woodward
<b>Date of previous school inspection</b>	27 November 2007
<b>Telephone number</b>	01606 288288
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@littleleighprimary.cheshire.sch.uk

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