

Leighton Primary School

Orton Malborne, Peterborough, Cambridgeshire PE2 5PL

Inspection dates

26–27 June 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders' and governors' plans for improvement have ensured that outcomes for pupils have improved, particularly over the last two years, and continue to do so in reading, writing and mathematics.
- Robust performance management systems for staff have improved teaching to ensure that the quality of teaching and learning is mostly good across the school.
- Leaders have designed a broad curriculum that enriches pupils' life experiences through a wide range of trips and activities. It contributes strongly to pupils' spiritual, moral, social and cultural development, and their understanding of the world.
- Pastoral care and nurture are strengths of the school. Leaders and teachers ensure that the most vulnerable pupils receive the support they need to be able to learn effectively. As a result, pupils enjoy school and attendance is in line with national averages.
- Early years provision is good. From low starting points, children make good and sometimes better progress. At the end of Reception, children are supported by strong transition arrangements so that they are ready for their learning in Year 1.
- Pupils are polite and respectful to adults. They generally demonstrate good behaviour in and out of lessons. This is because there are strong, positive relationships between pupils and staff.
- Leaders' actions have ensured that the teaching of reading is now good. As a result, pupils are developing good reading skills across all year groups and pupils' outcomes are improving.
- Leaders of English and mathematics have ensured that standards in reading, writing and mathematics are improving. However, leaders of other subjects do not have an accurate enough view of the strengths and weaknesses in their subjects.
- Teachers do not routinely check pupils' work to ensure that presentation is of a good standard.
- Some teachers do not always use what they know about pupils to provide sufficient challenge to pupils or move learning on quickly enough in lessons. This is notably the case for the most able pupils.
- Assessment information is not being used well enough by leaders to identify and help pupils so that they can make the progress of which they are capable, and more pupils can achieve the higher standards.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - middle leaders are supported to develop their roles further, so that their actions improve outcomes for pupils within their subjects
 - assessment information is used more precisely, so that more pupils have opportunities to achieve at the higher standards in reading, writing and mathematics.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers in all year groups, including Reception, use what they know about their pupils to plan teaching so that more pupils, particularly the most able, are moved on quickly in lessons and make the progress of which they are capable
 - teachers' expectations for the presentation of pupils' work are consistently high across the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, ably supported by her leadership team, demonstrates a commitment to raising attainment and improving pupils' outcomes. Challenges over the last three years have required leaders to carefully prioritise and ensure that plans for improvements are tightly focused, routinely monitored, evaluated and understood by all staff. This has resulted in improvements in the quality of teaching and learning, with most current pupils making good progress in reading, writing and mathematics over time.
- High pupil mobility over the last two years, particularly in Year 6, has led to significant challenges for school leaders. However, leaders acknowledge that managing such challenges is an integral part of their work. They liaise closely with parents and carers, particularly those whose children join the school mid-way through the year, to ensure that all pupils receive the support they need when they enter the school. This is particularly the case for pupils who speak English as an additional language. As a consequence, these pupils settle quickly and make good progress, both socially and academically.
- Leaders, including governors, have an accurate view of the school's strengths and what it needs to do to improve. They have quite rightly given priority to raising the profile of reading. School leaders have engaged well with the local authority and benefited from essential training to develop teachers' skills. They have also worked alongside local schools to observe good practice. This has led to improvement in the quality of the teaching of reading across the school.
- The vision for continued improvement in reading is shared by staff and parents alike. Incentives for pupils, such as 'reader of the week', have helped pupils to engage more readily in reading. Improved parental engagement, through workshops, parent cafés and open mornings, has given parents the support to help their children at home. This has been pivotal in improving pupil engagement. Pupils share their work from home with teachers and demonstrate that they understand the importance of reading. Pupils who met with inspectors were keen to show their reading skills. Consequently, standards in reading have improved.
- The members of the leadership team, including those responsible for leading English and mathematics, are passionate, knowledgeable and enthusiastic. They responded well to pupils' disappointing outcomes in 2016, particularly in key stage 2, and put in place a range of strategies to improve standards in reading, writing and mathematics. These include before- and after-school lessons for all year groups throughout the week and small-group intervention programmes in class. The impact of their work can be seen noticeably over the last two years in the improvement of pupils' attainment in writing and mathematics.
- Leaders ensure that pupils experience a broad and balanced curriculum that supports pupils' academic, spiritual, moral, social, cultural and emotional development. The curriculum provides pupils with a wide range of opportunities, including visits to increase their experiences beyond their local community. Pupils visit many places of interest that enhance their understanding of the topics they learn about in their

lessons. For example, Year 5 pupils visited The London Eye and Year 4 pupils visited Wells beach, which inspired them to complete well-written and detailed accounts of their visit.

- The school's values are closely linked with British values and are embedded throughout the school. These are taught throughout the curriculum and through personal, social, health and economic (PSHE) education. Pupils are keen to take on responsibility that allows them to make decisions about fund-raising for charity events and to purchase resources that will enhance their own learning. They also have opportunities to develop skills to support each other, whether as a lunchtime buddy or helping those who may have difficulty settling into school. One such example can be seen through the role of language ambassador. Pupils train to support and befriend pupils who enter the school speaking English as an additional language. Pupils develop a sense of moral purpose and gain a good understanding of what it means to be a good citizen in modern Britain.
- Pupil premium funding is used effectively to support the high number of disadvantaged pupils. School trips, extra-curricular clubs, after-school teaching and learning sessions, and breakfast clubs have all had a positive impact on pupils' outcomes. The school has received support with its review of pupil premium spending. While pupils are making better progress, leaders acknowledge that progress for the most able disadvantaged pupils could be tracked more closely. Inspectors noted that pupils were supported well in lessons through targeted small-group work and pastoral support at school and at home. Attendance for this group of pupils is in line with that of other pupils nationally.
- The physical education (PE) and sport premium funding is used effectively to improve teaching and learning. Specialist teachers provide high-quality PE teaching and train teachers to improve their practice. Pupils also have access to a selection of after-school clubs.
- Funding for pupils who have special educational needs (SEN) and/or disabilities is well spent. The leader for special educational needs and/or disabilities is able to show the impact of her work to support a wide range of pupils' needs. Special educational needs funding is used for additional support, as well as for training additional adults to support pupils who have a wide range of complex needs. Parents are very happy with this provision. One commented that their child, 'is thriving at school especially in his reading,' while another said, 'they are given the support they need whilst still maintaining their independence where possible'. These pupils make good progress from their different starting points.
- Parents are very positive about the leadership of the school and almost all parents who responded to Parent View, Ofsted's online questionnaire, would recommend the school to other parents. One parent who responded on the online free-text service said, 'This is a fully rounded school, well led and encouraged by the headteacher and staff.' This was echoed in many other positive comments from parents.
- The curriculum leader's monitoring and pupils' displays and topic books demonstrate that there is good coverage of teaching of the national curriculum subjects throughout the school. Many trips support their learning, particularly in religious education. For example, Year 6 pupils enhanced their understanding of Hinduism by visiting a Hindu temple and Year 5 pupils were able to gain a fuller understanding of Buddhism through a visit to a Buddhist centre. Design and technology and science weeks help to deepen

pupils' understanding. However, leaders acknowledge that to raise standards in subjects other than English and mathematics, middle leaders need to further develop their skills in knowing where teaching and learning are good and where they need improving in subjects such as geography, history and music.

- Leaders' systems to track pupils' progress and identify pupils who are underperforming are well established. However, assessment systems are not being used as well as they could be to target individual pupils so that pupils get the precise support needed to reach the higher standards of attainment.

Governance of the school

- Governors know their school and pupils well and are committed to supporting school leaders to drive improvements to ensure that pupils are ready for the next stage in their education. Minutes of governing body meetings show that they challenge leaders effectively at all levels for the progress pupils make, and check leaders' work regularly, while also holding the headteacher to account. Governors make regular visits to the school to provide support when needed. Governors manage the performance of the headteacher and staff effectively by linking targets to whole-school priorities for improving teaching and raising achievement.
- Governors carry out their statutory duties well, including their responsibility for ensuring that the school keeps pupils safe.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils' welfare is at the heart of the school's work. Leaders and school staff provide strong pastoral support and nurture for all pupils, particularly those who are most vulnerable. Leaders and teachers are committed to ensuring that pupils are safe and attend school regularly. Pupils told inspectors that they feel safe at school and all parents who responded to Parent View agreed that their children are safe and well looked after.
- All staff know their responsibilities in respect of safeguarding. Processes are clear and any concerns are followed up in a timely fashion. The headteacher is vigilant in her role as designated safeguarding lead and ensures that procedures are followed thoroughly. There is extensive and regular safeguarding training for all staff.
- Leaders ensure that vulnerable families have access to the support they need, and they work well with external agencies to get the best support for pupils and their families.
- Appropriate checks are carried out on all staff and visitors, making the school a safe place.

Quality of teaching, learning and assessment

Good

- Teachers in all year groups demonstrate good subject knowledge in English and mathematics. Teachers introduce new learning with confidence and their explanations are clear and concise. This means that pupils know what they have to do to complete

tasks and do so with little fuss. Teachers use questioning effectively to assess pupils' understanding. Pupils engage well in lessons, and are keen to participate and share what they know. Consequently, most pupils make good progress in reading, writing and mathematics.

- Teachers establish good relationships with pupils and ensure that classrooms are well ordered and calm. Teachers are consistent in managing pupils' behaviour. Class routines are embedded so that pupils settle quickly to work and learning time is maximised.
- Leaders' focus on improving the teaching of mathematics has resulted in pupils' increased confidence. In key stage 1, pupils are securing their fluency and demonstrated that they regularly use strategies to check their work by using inverse operations. In key stage 2, pupils have many opportunities to tackle multi-step problems and are becoming increasingly proficient in developing their reasoning and problem-solving skills.
- Phonics is taught consistently well across the school. Most pupils are able to use their phonics knowledge well to sound out words they are not sure of. Pupils who are less confident receive individual support and are making good progress from their different starting points.
- The teaching of reading skills is a strong focus for leaders and teachers. There is now a consistent approach to the teaching of reading skills across the school. Teachers unpick texts systematically with pupils, focusing on vocabulary and the meaning of unfamiliar words. Pupils in key stage 2 demonstrate a good understanding of inference and were able to explain clearly what was inferred and to provide relevant evidence from the text. As a result, most current pupils are achieving well in reading.
- There is some evidence that pupils are taught skills that they can apply across a range of subjects. For example, pupils are able to classify objects depending on set criteria and are able to link science, mathematics and geography in their study of animals and different habitats. They learn about electricity and write with thought and emotion about key historical events such as the First World War, the eruption of Vesuvius in AD 79, and the Ancient Greeks.
- Pupils are given opportunities to write for a range of different purposes and across subjects. For example, pupils in Year 4 wrote newspaper reports and descriptive writing linking both activities with their Robin Hood topic. Most pupils write at a good standard and apply grammar skills well. They review and edit their work accordingly and most pupils write with a good understanding of how to interest the reader while writing for a specific purpose. However, teachers do not routinely insist that they apply taught skills well in all pieces of work or that work is well presented in writing and mathematics.
- Teachers know their pupils well and therefore most pupils are making good progress in reading, writing and mathematics. However, leaders agree that teachers need to use the information they know about their pupils' learning to move pupils on more quickly in lessons. This is particularly the case for the most able pupils.
- The high proportions of pupils who are disadvantaged and who have complex needs, and those who have SEN and/or disabilities, are supported very effectively by additional adults and teachers. Small-group work and clear targets provide pupils with

focused teaching and learning activities specific to their needs and enable them to make good progress at their own pace.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and have positive attitudes towards their learning. They are confident and happy to talk to adults. The school's values, two of which are kindness and responsibility, can be seen through some of the roles pupils take on.
- Pupils are proud to take on roles of responsibility and take them seriously. They are proud to be part of the school and recognise that they can make a difference. In their roles within the junior leadership team, they raise money for charity and suggest ideas for fund-raising. Their current focus is raising money for a stage in the playground.
- Members of the junior leadership team are also playground buddies and oversee the friendship bench at playtimes. They consider changes to improve playtimes and recently held meetings with the lead lunchtime supervisor to discuss new playground rules before presenting them to the school. As a result, pupils are learning how to be kind and responsible citizens, recognising some of the values that are important in our society.
- Leaders do much to ensure that pupils understand the possibilities for the future by providing trips every half term that give pupils experiences they might not otherwise have. 'Aspiration day' gave pupils opportunities to dress up in outfits that reflected possible future professions, such as doctors and nurses, and to begin to consider the range of different opportunities open to them.

Behaviour

- The behaviour of pupils is good.
- An overwhelming majority of parents who responded to Parent View agreed that the behaviour of pupils is good and that the school deals with any bullying concerns effectively.
- Pupils work well together in class and play appropriately at breaktimes. The school's behaviour system helps adults work effectively with pupils to help them make the right choices. Pupils know that if they have any concerns, they would know whom to talk to and it would be dealt with effectively by adults.
- Leaders make good use of the pupil premium funding to improve attendance by employing an attendance officer who works closely with vulnerable families, particularly those who are disadvantaged, and provides support to help pupils with their learning. As a result, attendance is in line with national averages for all groups of pupils.

Outcomes for pupils

Good

- 2016 was a challenging year for leaders due to high pupil mobility, particularly in Year 6. In 2017, outcomes began to improve for writing and for mathematics for key stage 2 pupils. Although attainment and progress in writing and mathematics were broadly in line with national averages, reading progress was well below. In key stage 1, the proportions of pupils who reached the expected and the higher standards in reading, writing and mathematics were in line with national figures. Evidence indicates that progress is improving for current pupils and consequently attainment should improve again this year in both key stages.
- Leaders have ensured that for current pupils, progress is improving in reading, writing and mathematics. It is evident from the work leaders have done that pupils are making good progress through the improved consistency of teaching. This suggests that current teachers have good capacity to continue to improve pupils' outcomes further.
- The proportion of pupils who reached the required level in the phonics screening check is below the national average and although improving, the school's information for current pupils indicates that the proportion of pupils reaching the required level in the phonics screening check will remain below average for 2018. However, there is much evidence to indicate that pupils make good progress from their starting points and receive individualised support to help them catch up. In addition, pupils who speak English as an additional language are supported well and make good and sometimes better progress from their starting points.
- Outcomes for disadvantaged pupils are improving over time. Current information indicates that pupils' attainment will be broadly in line with that of other pupils nationally in reading, writing and mathematics combined at the end of this academic year. A significant number of pupils who are disadvantaged also have complex needs. These pupils are supported to make good progress from their different starting points.
- Leaders ensure that pupils who have SEN and/or disabilities receive the support they need from teachers and support staff and external agencies where necessary, so that they can access whole-class teaching and learning as much as possible. Targets matched to pupils' needs ensure that these pupils are supported to make as much progress as they can.
- Pupils' work shows that their outcomes in other subjects such as science, history and geography are variable across the school. Leaders know that there is more work to do by middle leaders and teachers to ensure that pupils are making as much progress as they can in these subjects.

Early years provision

Good

- Children enter Reception with skills and abilities below those typical for their age, particularly in their physical development. The proportion who leave Reception reaching the expected standard is improving, but still remains below average. However, there is much evidence to indicate that children make good and better progress from their starting points in all areas of learning.

- Leaders work from the beginning with parents to ensure that children have a good and settled start to their learning. Leaders consider every aspect of the child's specific needs and circumstances to ensure their readiness for school by providing individualised support to children and their families.
- Extra support for parents, home visits and strong transition arrangements from the pre-school to Reception and then into Year 1 ensure that children are equipped with the skills, resilience and confidence needed for learning in the next key stage.
- Leaders skilfully adapt activities to ensure that children are supported in the skills that present them with the greatest challenge. For example, physical development is vital for developing skills such as holding a writing tool and is a common weakness for many children when they start at Leighton. Activities are carefully planned to develop these skills. Observations of children and evidence in learning journals show that children make exceptionally good progress in this area. For example, some children started the year by mark making with a pencil held in a 'fist grip'. By the time children leave, they are holding a pencil correctly, forming letters more accurately and drawing and writing with improved control.
- Leaders ensure that the indoor and outside environment of the early years provision is vibrant and inspiring, with a range of activities to support children to develop skills in all areas of learning. This enables adults to closely track children's progress by observing them in the most important aspects of their learning. They are able to deepen children's understanding through questioning and by providing them with appropriate next steps, ensuring that they make good and sometimes better progress.
- Reading and phonics are taught well in early years. Children are immersed in language as they learn through a range of different topics and stories. Teachers' skilful questioning develops children's understanding effectively. Carefully chosen stories inspire children to question and discuss what might happen next. They are inspired to write about and draw characters from the stories.
- Children's work shows that they can apply their phonics skills to writing activities with increasing confidence. Inspectors watched children enthused by 'The Tiger Who Came to Tea'. Children carefully drew their own tiger, demonstrating good progress in fine motor skills. They then went on to label them with sentences such as, 'The tiger is fierce,' and, 'My tiger is stripy and strong'.
- Much thought is given by leaders to help children deepen their understanding of the books shared in class and the topics learned. Children are provided with a range of experiences that bring the stories alive. For example, a trip on a steam train gave them a real-life experience, enhancing their understanding of 'The Train Ride'. Visits to a marine centre, a zoo and a local farm helped deepen their knowledge and understanding around their topics on animal habitats, and a visit to Peterborough Cathedral further ignited their interest as they explored the textures of carvings and observed the paintings in the cathedral.
- Parents are very positive about the start their children get when they enter the Reception class. One parent's comment, echoed by many, was that her child, 'has had a very positive start to his school life and is thoroughly enjoying it.'
- Leaders recognise that in some instances, the most able children's learning could be stretched through extension activities or by starting them off quicker on an activity, so

that they can make as much progress as possible. This is particularly the case for the most able children.

- Children are safe, happy and well looked after in early years and are supported successfully to move on to Year 1.

School details

Unique reference number	110743
Local authority	Peterborough
Inspection number	10046468

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	403
Appropriate authority	The governing body
Chair	David Farrelly
Headteacher	Hayley Sutton
Telephone number	01733 232949
Website	www.leightonprimaryschool.co.uk
Email address	officeadmin@leightonprimary.net
Date of previous inspection	25 June 2015

Information about this school

- The school is much larger than most primary schools.
- 64% of the pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is above that found in most schools.
- The proportion of pupils who are eligible for support from the pupil premium funding is almost double the national average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- A significant number of pupils enter the school at other than the usual times of admission.
- Provision in early years takes the form of two Reception classes with all children attending full time.

- The school meets the government's current floor standards for pupils in Year 6. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school will be acquiring a pre-school by the end of the academic year.

Information about this inspection

- The inspection team observed teaching and learning across all year groups.
- The lead inspector held meetings with the headteacher, governors and school staff, including senior and middle leaders.
- The lead inspector met with a representative from the local authority.
- The inspection team observed the school's work and looked at pupils' written work, information on pupils' attainment and progress, curriculum planning, and records of behaviour and safety. Inspectors also scrutinised the minutes of governing body meetings, safeguarding documents, including mandatory checks made on the recruitment of new staff, and the school's website.
- Discussions were held with pupils from the junior leadership team and informal conversations took place during lesson times.
- The inspection team listened to pupils from across the school read and talked to them about the books they enjoy.
- The inspectors took account of 75 responses to the online questionnaire, Parent View, and 30 free-text responses. In addition, inspectors spoke with parents informally at the start of the school day.

Inspection team

Cindy Impey, lead inspector

Her Majesty's Inspector

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Ofsted Inspector

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