

Laceby Acres Primary School

Swiftsure Crescent, Grimsby, Lincolnshire, DN34 5QN

Inspection dates 21–22 November 2012

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress through the school. Achievement has improved significantly in the last year and most pupils are making good progress this year.
- Attainment in Year 6 in reading, writing and mathematics is above average.
- Teaching is good; some is outstanding. Effective action by leaders has resulted in significant improvements in teaching since the last inspection.
- Pupils with special educational needs and those known to be eligible for pupil premium make good, and sometimes outstanding, progress because they are supported very effectively.
- Behaviour is good. Good attendance reflects pupils' enjoyment of school. They are kind and friendly. They form good relationships and so feel safe and happy here.
- A determined drive by the senior managers to establish a culture where expectations of pupils and staff are high has led to good teamwork that is moving the school forward rapidly.
- Senior leaders, including the governing body, have a good understanding of how well pupils are achieving. This is used effectively to ensure that training and support for staff are strongly focused on raising pupils' attainment and progress.

It is not yet an outstanding school because

- Although the teaching is good, it is not outstanding because pupils' progress is not consistently good in every class. In the younger classes, teachers' expectations are not always high enough.
- Throughout the school the more-able pupils are not always challenged sufficiently.
- Middle managers and governors are not involved enough in checking the quality of teaching and learning, particularly in ensuring that pupils in every class make consistently good progress and that the outstanding practice that exists in the school is shared effectively to raise pupil achievement further.

Information about this inspection

- The inspectors observed 16 lessons, four of which were observed jointly with the headteacher. In addition, the inspectors made other visits to classes, looked at pupils' workbooks and listened to a number of children read.
- Meetings were held with pupils, the Chair of the Governing Body and a parent governor, senior and middle managers and a representative from the local authority.
- In presenting the inspection findings, the inspectors took account of the 11 responses on the online questionnaire for parents (Parent View), one letter from a parent and spoke with nine parents during the inspection.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding especially how the money from pupil premium is spent, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Joanna Sharp

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school. Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces, is below the national average.
- The percentage of disabled pupils and those with special educational needs supported at school action is below average. The percentage supported by school action plus is about average. The percentage with a statement of special educational needs is above average.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in 2011.
- The school has had a considerable number of staff changes in the last two years.

What does the school need to do to improve further?

- In order to help pupils make consistently good and outstanding progress, improve the teaching further so that all is at least good and more is outstanding by:
 - sharing the best practice that exists in the school to influence high quality teaching throughout
 - ensuring that in the younger classes teachers have higher expectations of pupils so that they make more rapid progress from the outset
 - making sure that the more-able pupils throughout the school are challenged fully in every lesson.
- Strengthen the role of middle managers and governors further by ensuring that:
 - middle managers have the time they need to check the quality of teaching and learning across the school and do so regularly
 - governors are involved more in ensuring that teaching is of high quality in every class.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage at levels that are slightly below those typical for their age, particularly in their literacy skills. They settle quickly because staff provide interesting activities that encourage children to have fun as they work, think for themselves and become independent learners.
- Children make good progress generally, especially in their personal and social development and their early reading because the teaching of letters and the sounds they make is good. Most children achieve the levels expected at the end of the Reception Year and a small number exceed these. Expectations sometimes are not high enough for the more-able children to achieve higher levels.
- Pupils' overall progress is good through Years 1 to 6 but it is more rapid in Key Stage 2 where teaching is consistently good and more is outstanding. In most classes, teachers use information about how well pupils have learned to make sure they are given work that meets their varying needs effectively. Occasionally, the more-able pupils are not always challenged sufficiently to achieve more.
- At the end of Year 2 pupils' attainment was broadly average in 2012 because too few pupils exceeded expected levels. Pupils in Year 2 currently are making good progress in reading, writing and mathematics. At the end of Year 6, an above average number of pupils attained standards that were well above average in 2012. Current pupils are working at levels that are well above average for a significant number and overall achievement is rising because more of the teaching is outstanding.
- As a result of the early identification of need and the very good provision made for them, particularly the one-to-one support, pupils who are disabled and those who have special educational needs make at least good progress against their starting points.
- The school uses the pupil-premium budget to fund an additional teacher and extra resources to support the pupils eligible for this premium. As a result these pupils make good progress and sometimes outstanding progress and achieve well compared to similar pupils nationally. Their attainment, while often still below that expected for their age, is rising and the school is successfully narrowing the gap between these pupils and their classmates.
- Teachers ensure that a focus on developing pupils' speaking and listening skills is effective. Pupils enjoy working together in groups so that, at all ages, pupils learn to listen to others, think about their work and gain confidence in sharing their ideas with others. Pupils' speaking and listening skills are of high quality, particularly as they progress through the school.
- Achievement in reading is good. Letters and the sounds they make are taught effectively in the Early Years Foundation Stage and Key Stage 1, ensuring that early reading skills are developed well. The school's initiatives to ensure that all pupils read regularly at school are very effective in promoting a love of reading and encourage pupils to enjoy reading.

The quality of teaching is good

- Much of the teaching is good and some is outstanding. Teaching has improved markedly since the last inspection because senior leaders have focused well on raising pupils' achievement and learning and providing good training and support for staff so that they improve their skills effectively. However, in the younger classes some teaching requires improvement because expectations of what all pupils can achieve are too low.
- Good teaching is helping pupils to learn and achieve well. Typical features include:
 - high expectations of what pupils can achieve
 - well planned, enjoyable activities that are accurately matched to pupils' needs and interests
 - excellent behaviour management so pupils get on with work purposefully and effectively

- effective use of teaching assistants to help pupils who need additional help in their learning
- brisk pace so that pupils are fully engaged throughout the lesson and learn quickly.
- Where teaching is outstanding, teachers question pupils very skilfully to check how well they have understood and give them time to discuss their ideas with each other to help them extend their thinking. This was the case in a Year 6 mathematics lesson, where pupils were challenged to interpret a graph with limited information. They realised quickly that by applying what they already knew step-by-step they could make some reasoned responses to solve the problem.
- In some lessons in the Early Years Foundation Stage and Key Stage 1, teachers' planning does not ensure that all pupils are challenged to try their hardest and lessons sometimes move at too slow a pace. Sometimes in these lessons, pupils of all abilities do the same tasks before they can move on to work that extends their learning.
- Throughout the school the more-able pupils are not always challenged sufficiently. This is because teachers do not always make best use of assessment to inform their planning.
- Teachers' marking generally praises pupils' efforts and the best examples provide clear guidance about how work can be improved. Inconsistencies in marking still exist but it has improved significantly over the last year.

The behaviour and safety of pupils are good

- Pupils make a good contribution to the school's calm, friendly environment. They are kind and supportive of others and quick to help each other in lessons.
- Typical behaviour is good. Pupils show respect to others, enjoy learning and try their best. Staff manage pupils' behaviour well. Occasionally, a few in the younger classes become restless and inattentive when teaching does not hold their interest or challenge them sufficiently. Pupils' above average attendance reflects their enjoyment of school and all that it has to offer.
- Pupils like their teachers and other staff and this encourages them to seek help if they need it. Pupils are polite and very happy at school and are confident learners.
- Pupils have a very good understanding of how to keep themselves safe. For example, they know the dangers that social internet sites might pose to children. An entertaining presentation from a visiting speaker very effectively raised pupils' awareness of how to stay safe near traffic. Pupils say that incidents of bullying are rare and, if they occur, they are dealt with immediately.
- Pupils work and play safely sensibly so accidents are rare. Older pupils help younger ones, for example, at lunchtimes and talk enthusiastically about all the ways they help around the school.
- Parents are generally very positive about their children's behaviour and express positive views about the way the school cares for their children and supports their learning.
- Pupils with additional learning, health, social and emotional needs are supported well; this helps them to access everything that the school provides and make good progress in their learning and their personal development. The school involves other agencies effectively to support individual pupils and their families who face challenging circumstances.

The leadership and management are good

- Following a number of staff changes since the previous inspection that hampered progress, the school is now moving forward at a good rate.
- Teamwork is a key strength in driving improvement. Senior managers have set their sights on making this an outstanding school. This ambition is being realised through effective leadership and high expectations of all staff. The quality of teaching has improved significantly, pupils are making good progress and standards are rising.
- The well thought through school development plan is based on a regular and accurate view of the school's performance. The impact of their efforts is reviewed regularly through meetings with staff, the governing body and with the local authority. Support from the local authority is

sought where necessary, for example, for staff training and reviewing the school's performance.

- Leaders have taken effective action to check that pupils have the work and support they need to achieve well and that teaching is at least good. Staff have good opportunities to attend training to improve their practice and to share ideas with each other. However, middle leaders are not given enough time to make sure that improvement in their subject is reflected in the classroom practice throughout the school
- The school promotes equality of opportunity well. Individual pupils' progress is reviewed each term to ensure that the level of challenge is appropriate. As a consequence, most pupils achieve well, and some make outstanding progress because they receive very good individual support. This process has highlighted that the more-able pupils are not always challenged sufficiently and that expectations of the younger pupils could be higher. Senior leaders have arranged additional support time to address this and pupils are beginning to make faster progress as a result.
- The headteacher checks the quality of teaching regularly and has set a high standard as to what is expected in every class; an increasing number of lessons are outstanding as a result.
- The curriculum links subjects together well so that pupils understand how learning in one subject can help them in other subjects. Pupils have good opportunities to work independently, for example, through discussions and practical activities.
- Many extracurricular activities, including a residential trip, extend pupils learning beyond school and promote their spiritual, moral, social and cultural development. Pupils talk enthusiastically about the sports clubs the school offers which extend their skills. They learn to value cultural and ethnic differences through learning about world religions but do not have enough opportunities to visit communities different to their own to extend their understanding further.
- **The governance of the school:**
 - Members of the governing body are very committed to the school and make sure that pupils are safe at school and achieve well. Governor training is relevant and up to date, for example, in ensuring that the school meets all safeguarding requirements. Governors check carefully that policies are up to date and that finances are managed well. For example, they ensure that the pupil-premium budget is used to support the pupils for whom it is intended. Governors have a good overview of the school's performance through regular visits and through discussions with senior managers. They know how well pupils are progressing and what is being done to improve teaching, but are not involved sufficiently in checking that teaching is of high quality throughout the school and that pupils make good progress in every class. The governing body has appropriate arrangements to ensure that pay awards link to performance management and procedures to measure performance are thorough.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 117965 |
| Local authority | North East Lincolnshire |
| Inspection number | 401712 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 190 |
| Appropriate authority | The governing body |
| Chair | Alan Hardy |
| Headteacher | Sharon Clapson |
| Date of previous school inspection | 25 February 2012 |
| Telephone number | 01472 320601 |
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