

Leven Church of England (VC) Primary School

South Street, Leven, Beverley HU17 5NX

Inspection dates 17–18 November 2015

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
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has successfully tackled the areas for improvement identified at the previous inspection. Pupils' overall rates of progress have improved and are now good in all subjects.
- School leaders have developed an effective culture among staff of sharing ideas and expertise to help develop professional skills.
- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are exceptionally well prepared for the future.
- There is a very strong focus on making sure that everything possible is done to keep pupils safe, and to ensure that they know what to do to stay safe beyond school.
- Teachers' high expectations underpin the generally good quality of teaching, learning and assessment. This has been instrumental in improving pupils' progress, particularly in writing.
- The overall effectiveness of the early years is good. Learning is stimulating in the Reception Year because of the wide range of exciting activities, planned carefully every day to meet children's changing interests and needs.
- Pupils attend regularly and behave well. They are considerate of others, are keen to learn, and try hard most of the time.
- Across all years there is a strong focus on developing pupils spiritually, morally, culturally and socially. The many extra-curricular activities and visits, together with specialist teachers and visitors, foster pupils' love of the arts and sport.
- Governors have a clear understanding of the school's performance. They question leaders confidently and support the school well through their regular visits.

It is not yet an outstanding school because

- Overall, pupils' progress in mathematics, while good, is not as strong as in writing and reading across the school.
- Pupils do not always make sufficient use of the skills they learn in mathematics when working at mathematical problems in other subjects.
- Not all teachers check carefully pupils' learning in lessons, and adjust their work accordingly to keep pupils fully interested and stretched.
- Not all teachers follow the school's marking policy rigorously, especially in mathematics.

Full report

What does the school need to do to improve further?

- Improve even further the quality of teaching by:
 - ensuring that all teachers check carefully all pupils' learning in lessons, and adjust the work accordingly to keep pupils fully interested and challenged
 - ensuring that all teachers follow rigorously the school's marking policy, especially in mathematics.
- Increase the proportion of pupils making good and better progress in mathematics across the school by:
 - providing more opportunities for pupils to use their mathematical skills to solve problems in real-life situations
 - encouraging pupils to reason and justify more often their responses to mathematical calculations
 - providing opportunities in other subjects for students to test and develop further their mathematical skills.

Inspection judgements

Effectiveness of leadership and management are good

- The headteacher has responded successfully to the findings of the previous inspection. He has shown strong commitment to working in partnership with local schools and the local authority to bring about the improvements needed in the quality of teaching, and to raise pupils' outcomes.
- Senior leaders have supported this work effectively. They use assessment information regularly to identify where pupils need extra support, and which aspects of teaching still require improvement. As a result, the school makes sure that pupils have an equal opportunity to do well.
- Subject coordinators are enthusiastic about seeking effective practice from other schools, and from staff within school, and share it effectively to improve everyone's practice.
- All leaders take care to understand pupils' family circumstances and how these might have an impact on their achievement and personal development. This enables resources such as the pupil premium to be used effectively where most needed to make a difference. Leaders check carefully that additional arrangements are successful and, if not, change them.
- Any rare instances of discriminatory or prejudiced behaviour are tackled robustly, and successfully, by all adults. These actions underpin the school's strong sense of community and its positive environment.
- Arrangements to manage teachers' performance are thorough. They ensure that all teachers are held to account for the part they play in promoting pupils' outcomes. Governors are appropriately informed of, and included in, all of this work.
- The school has an accurate picture of its strengths and areas for development. There are appropriate plans in place to enhance further the school's work. For example, the headteacher has identified actions to improve further pupils' outcomes in mathematics.
- The curriculum ensures that pupils' key skills are developed well. Meaningful links between subjects are made wherever possible. Additional opportunities, such as visits to Bradford and those provided by artists, writers and musicians who visit the school, enrich pupils' experiences further. They help to bring learning alive. An emphasis on the arts makes a considerable contribution to pupils' spiritual, moral, social and cultural awareness. Pupils say how much they enjoy singing in the school choir, playing in the various bands and ensembles, and writing scripts for plays that they later perform for others. They eagerly participate in a wide array of sporting teams and competitions, and the annual and Christmas school productions, and willingly become involved in village events such as 'Leven in Bloom'.
- Staff prepare pupils well for their future lives in modern Britain. Pupils understand democracy at work through the rigorous voting procedures for positions on the school council. They develop qualities such as respect, tolerance and an appreciation of the equality of all human beings, for example through their links with a school in Cameroon and visits to school from survivors of the holocaust.
- The engagement of a specialist sports coach through the physical education and sport premium for primary schools is leading to more pupils being involved in a range of sporting activities, some of which they might not otherwise experience.
- Parents and staff are generally very supportive of the school's work. A minority of parents do not feel that the school deals effectively enough with their concerns, or provides helpful information about their children's progress. Inspectors did not find evidence to support these views.
- **The governance of the school**
 - Governors receive a wide range of information about the school's work, and are confident in holding senior leaders to account for the school's performance and its safeguarding arrangements.
 - Governors keep a close watch on how funding, such as the pupil premium, is deployed to meet priorities, and whether it is having its required impact on pupils' outcomes.
 - Governors are fully aware of how the headteacher improves teaching, learning and assessment by managing staff performance, and how this then links to salary progression. They have put in place similar robust arrangements for evaluating the headteacher's annual performance.
- The arrangements for safeguarding are effective. Procedures are rigorous and regularly tested by the headteacher and link governor. Training pupils and parents in e-safety is a high priority. The school is very aware of where and how pupils might be at risk, so that steps can be taken to minimise dangers.

Quality of teaching, learning and assessment is good

- Teachers gain and hold the attention of pupils because they make learning interesting and challenging. Teachers are enthusiastic about what they teach, and generate confidence in pupils that they can succeed from whatever their starting point. The specialist teachers of French, music and physical education bring much subject-specific expertise to the teaching. They are able to push pupils to reach high standards.
- The teaching of reading, in particular of phonics (the connections between letters and the sounds they make), is good. A very large proportion of pupils indicate how much they enjoy reading, both in school and at home.
- The teaching of writing is also good, and has improved since the previous inspection. The handwriting of most pupils is of a high quality. Written work is presented with high levels of care. Teachers pay good attention to showing pupils how to sequence ideas, spell accurately and use correct grammar to develop complex sentences.
- Overall, the teaching of mathematics is good, although not all teachers plan for pupils to develop key mathematical skills in other subjects. Some teachers do not encourage enough pupils of all abilities to use their developing skills to investigate and solve real-life problems.
- Relationships with pupils are good. The atmosphere created in lessons is one in which pupils are largely keen to help and support one another.
- The skills of teaching assistants are well honed. They make a real difference in supporting disabled pupils and those with special needs to succeed by providing them with well-targeted support.
- Most teachers know their pupils well. In general, teachers plan effectively to meet pupils' needs. In a small minority of lessons, teaching does not check carefully whether all pupils understand sufficiently what they are learning before moving on to new activities. At times, some teachers do not adapt activities to meet pupils' changing needs.
- Not all teachers follow the school's marking policy rigorously enough. This is particularly the case in mathematics.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development is outstanding.
- The wide range of visits to different cities and places of interest, and the links with schools abroad, promote exceptionally well pupils' understanding of people's different faiths, cultures and social backgrounds. As a result, pupils develop strong spiritual and moral awareness.
- Pupils respect others and told inspectors: 'You don't get teased for being different.' They have a well-founded understanding of what it means to be equal.
- Pupils greatly enjoy the specialist teaching they receive in sport, music and French. They participate in a wide range of competitions and concerts. The school council is active in organising regular fundraising activities and charity work. These experiences underpin pupils' strong social and cultural development.
- Pupils are confident and thoughtful learners. They willingly try out their ideas before asking for help because they know they can learn by their mistakes. They listen carefully to their teachers and each other in lessons. They concentrate very well for long periods on the work they are undertaking, with the attention of a small number wandering only occasionally.
- Pupils take great pride in their school and their achievements. They take care over the presentation of their work. They respond thoughtfully to the guidance they receive through teachers' feedback, especially in reading and writing.
- Pupils say they feel very safe in school, and their parents agree. In helping pupils to be resilient, the school places a considerable emphasis on teaching them how to spot and deal with risks in and outside school.
- Pupils are also taught how to recognise and deal with bullying, although they say incidents are rare.

Behaviour

- The behaviour of pupils is good.
- The vast majority enjoy positive relationships with one another and all of the adults who work with them.

- In the playground, dining room and in lessons pupils are helpful and considerate. They know and follow the school's 'golden' rules and, as a result, school is a calm and orderly place.
- Around school pupils are polite and conduct themselves well, and with consideration for others. Pupils welcome visitors and newcomers openly. They quickly make friends with pupils new to the school, teach them school routines, and help them to settle in sensitively.
- Most pupils have very positive attitudes to learning and join in activities with enthusiasm. Their ability to work collaboratively starts in early years and develops well across the school. They work well together sharing ideas and resources to complete given tasks.
- Pupils' enjoyment of school is reflected in their rising attendance. The school's deep understanding of their family circumstances enables persistent absence to be tackled, and ensures that school staff know quickly where pupils are if they are absent from school.
- On occasions, a very small minority of pupils lose concentration in some lessons. This is particularly the case where their needs and interests are not always met.

Outcomes for pupils

are good

- Pupils' achievement has improved since the school's previous inspection, particularly in writing. Pupils now make good progress from their different starting points in all subjects, and their attainment is above average and rising.
- Attainment is particularly high in reading because the teaching of phonics is very effective, pupils have regular opportunities to read in school and their reading records show that many read often at home.
- Most pupils reach, and significant numbers exceed, levels expected for their age in writing. Pupils write competently, both formally and informally, in a range of different contexts, as evidenced through their plentiful work on display throughout the school. Increasingly, pupils incorporate their understanding of grammar, spelling and punctuation into their writing. As a result, their written work is accurate, as well as creative and engaging. Many use ambitious vocabulary and sentence structure to make their work even more interesting.
- Attainment is not as high in mathematics. While most pupils quickly secure new skills and grasp important mathematical concepts, not all are encouraged to justify the answers to their calculations and reason how they have arrived at these answers. In some lessons, a few pupils spend too long completing calculations, having demonstrated their understanding. As a result, they do not enough time using their new knowledge to challenge themselves further to solve problems in real-life situations.
- Most-able pupils are challenged well by their teachers, particularly, but not exclusively, in reading and writing. They heighten their all-round communication skills through the many opportunities afforded to talk through their ideas, and share their viewpoints, with their peers and the adults. Many make rapid progress as a result.
- Close monitoring of pupils' learning enables the school to put individual support programmes in place early. This accounts not just for the good progress of disabled pupils and those with special educational needs but also for pupils who, for whatever reason, have fallen behind expectations of them and need to catch up.
- Achievement across other subjects of the curriculum is also good and, overall, pupils are prepared well for secondary school. They develop good all-round knowledge and skills in science, physical education, French and music. Their writing skills are reinforced effectively in a range of subjects, although this is not yet the case for their mathematical competencies.
- Disadvantaged pupils make good progress, similar to others in the school. Attainment gaps vary with other pupils nationally because several pupils receiving pupil premium support have additional learning needs. Overall, end of Year 6 gaps have closed since the previous inspection. In 2015, gaps with pupils nationally were approximately eight months in mathematics and 12 months in writing. In reading, disadvantaged pupils in the school outperformed others nationally.

Early years provision

is good

- The children's good behaviour and the effectiveness of the teaching are key factors in the good progress made, from starting points typical for their age.
- Attainment is rising quickly, and is now above average by the end of Reception in most areas of learning. Pupils at the start of their time in Year 1 show by their work habits, and skill levels, just how well they were prepared for the transition during their time in the early years.
- Children are enthralled by the many activities put out for them to explore, indoors and outdoors, and when working with teachers or support staff. By assessing children's learning continually, adults make certain that activities are well resourced and meet carefully children's needs and interests.
- Additional adults make a valuable contribution to learning through skilled questioning and redirecting children's learning. Learning areas are generally stimulating, present a variety of scenarios and a wide array of equipment.
- By rigorously evaluating the quality of children's work, staff have an accurate understanding of the needs of each group and which areas of learning need to be given the highest priority. There are effective systems to quickly spot children who need extra support with their learning. This enables the school to direct resources to meet identified needs.
- The children's welfare and safety are given the highest priority and as a result they are happy, safe and confident.
- Children settle quickly into their new surroundings. They learn rapidly the routines, make new friends and try hard to meet their teachers' high expectations. Most concentrate on the activities and cooperate well together.
- Close links with home help to smooth this transition, and keep parents well informed about how well their children are progressing and the next steps in their learning.
- The leadership of the early years is good. Teamwork is strong. All of the adults regularly plan together all of the activities, assess children's progress frequently and consistently review the effectiveness of their work.

School details

Unique reference number	117981
Local authority	East Riding of Yorkshire
Inspection number	10002142

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	151
Appropriate authority	The governing body
Chair	Malcolm Cunnington
Headteacher/Principal/Teacher in charge	Andrew Dolman
Telephone number	01964 542474
Website	http://levenprimary.eriding.net
Email address	leven.primary@eastriding.gov.uk
Date of previous inspection	12–13 September 2013

Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are of White British heritage, with a very small minority from other ethnic backgrounds.
- The proportion of disadvantaged pupils who are supported through the pupil premium is below the national average. The pupil premium is additional government funding that schools receive to support those known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who are disabled or who have special educational needs is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6 in reading, writing and mathematics.
- Since the previous inspection, there have been some staffing changes and a new Chair of the Governing Body.
- The school receives support from the Riding Forward Teaching School Alliance, the Hornsea cluster of schools, a curriculum innovation group of local primary schools and the local authority.

Information about this inspection

- Inspectors observed teaching and learning in a range of different lessons, of which one was observed jointly with the headteacher.
- Pupils' work was sampled informally in lessons in a wide array of subjects. In addition, mathematics work and work from other subjects from Years 5 and 6 were sampled separately.
- Inspectors also reviewed a range of documents, including the school's own information on current pupils' progress, planning and monitoring documentation, minutes of the governing body's meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Inspectors held meetings with pupils in Years 3 to 6, with governors and with school staff, including those with management responsibilities.
- Inspectors evaluated the 68 responses of parents to the Ofsted online questionnaire (Parent View). Inspectors also took account of the views of 23 members of the school's staff through the questionnaires they returned. No pupils completed the Ofsted online questionnaire.

Inspection team

Andrew Swallow, lead inspector

Ofsted Inspector

Christine Turner

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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