

# Leverington Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	110636
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	337536
<b>Inspection dates</b>	1–2 February 2010
<b>Reporting inspector</b>	Joy Richardson

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

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<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>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Wendy Neale
<b>Headteacher</b>	Mrs Rosie Simmonds
<b>Date of previous school inspection</b>	14 December 2006
<b>School address</b>	Church Road Leverington Wisbech PE13 5DD
<b>Telephone number</b>	01945 584915
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<b>Email address</b>	office@leverington.cambs.sch.uk; head@leverington.cambs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Around half their time was spent looking at pupils' learning. Inspectors visited 15 lessons and observed eight teachers. They had meetings with governors, staff and pupils, observed the school's work and analysed information about pupils' progress and attendance. Inspectors scrutinised the school's policies and procedures, the school development plan and information provided for parents. They studied questionnaire responses from 61 parents or carers, and those received from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the pace of pupils' progress in writing
- the level of challenge for higher attaining pupils
- how attendance is being improved.

## Information about the school

This village school has grown since the last inspection and now has one class for each year group. Almost all the pupils are White British. The proportion of pupils with special educational needs and/or disabilities is around average. The school has achieved a number of awards including the ICT (information and communication technology) mark, Artsmark, and Investors in People. It provides a breakfast club and an after-school activity club.

**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?****1****The school's capacity for sustained improvement****1**

## Main findings

This is an outstanding school where every child is valued, encouraged and inspired to achieve his or her best. Pupils take great pride in their school. They respect their teachers and appreciate the help they receive. They are keen to improve their work, and they enjoy all the opportunities that the school provides. As one pupil said, 'We learn a lot and we have great fun too.'

The school is led and managed exceptionally well, with vision and enthusiasm, so that teamwork flourishes and pupils thrive. The pupils respond extremely well to the school's warm and welcoming atmosphere and its high expectations. The school has an exceptionally strong partnership with parents and carers. It listens to their views and works together with them to support children's learning.

Pupils make excellent progress over their time in school. Although many children start schools with skills that are less well developed than usual at this age, pupils reach standards by the end of Year 6 that are above the national average. They make rapid progress in reading and become confident writers, though the practice of basic writing skills is not always given enough emphasis in the younger years. Many pupils reach a high level in science because they think through ideas in the course of practical investigations. The school is highly effective in helping pupils who have special educational needs or find learning difficult so that they succeed in small steps and gain confidence in their abilities.

Pupils do well because of high quality teaching that interests, motivates and challenges them. They know what is expected of them and they learn and behave extremely well. Pupils take to heart the school's motto: 'caring, sharing, thinking, learning'. They develop excellent social skills and are polite, friendly and cooperative with adults and children alike. Pupils have a strong sense of responsibility and know that their contribution matters. For example, members of the school council 'lend their eyes and ears' in identifying any problems around the school, and even the youngest children carry out 'safety checks' around the classroom.

The school offers a rich curriculum that lays strong foundations in literacy and numeracy and fosters creativity, curiosity and practical skills. Pupils are enthused by special days, such as the recent 'magic writing day', that involve the whole school. Year 6 pupils take the lead in organising a range of lunchtime clubs, from chess to crafts, and pupils enjoy a variety of after school activities.

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The school's success and its well-deserved reputation are built upon hard work over a number of years, investing in people, developing a strong staff team and pursuing excellence in all aspects of school life. The school has an outstanding capacity to continue to improve because of the strength of its leadership and teamwork. It is accurate and thorough in evaluating what it does well and where it could do better. Action is taken with sustained determination to secure improvement. This is evident, for example, in the detailed tracking of pupils' progress that is contributing to rising standards, and relentless work to reduce absence as a barrier to learning. Governors are highly effective in supporting the school in pursuit of improvement.

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

- Give greater emphasis to the practice of writing skills in Reception and Key Stage 1, to support progress in writing through the school.

**Outcomes for individuals and groups of pupils****1**

Pupils greatly enjoy their learning and they achieve outstandingly well in relation to their different starting points. Most pupils make at least good progress each year, and many exceed their challenging targets. Lower-attaining pupils and those with special educational needs often make excellent progress because of the precisely-focused teaching they receive. Pupils develop excellent skills in information and communication technology (ICT). The school has identified weaknesses in writing and is taking effective action so that the quality of pupils' writing is improving and higher-attaining pupils are achieving more.

Pupils' personal development is excellent. They know the routines, and understand not only what they should do, but why. Behaviour around the school and in lessons is exemplary. This creates an excellent environment for learning because pupils pay attention and focus on their work. Pupils feel safe and secure at school. They learn to assess risk in their everyday activities. They are aware of factors that contribute to a healthy lifestyle and most actively apply the school's guidance about diet and exercise.

Pupils' views are listened to and taken seriously, and this encourages them to contribute their ideas, to be independent and to show initiative. The school broadens pupils' horizons and lifts aspirations, for example in aiming for university. Pupils talk about their goals and dreams, the steps needed to achieve them, and the obstacles to be overcome. Pupils gain understanding of religious and cultural traditions beyond their immediate experience. They are well prepared for the next stage of education and for later life.

Pupils know the importance of regular attendance and punctuality. Attendance by the large majority of pupils is in line with the national average. Persistent absence by a

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small minority of pupils is being steadily reduced.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

The quality of teaching is consistently high and often inspirational. Teachers manage classes extremely well, setting a brisk pace, holding pupils' attention, and quickly identifying errors or misconceptions. Teachers and teaching assistants work together seamlessly, with a close understanding of pupils' capabilities and individual needs. Teaching is thoroughly planned and skilfully challenges pupils of all abilities. Tasks and activities are imaginatively designed to capture pupils' interest and to encourage active involvement. Staff make excellent use of all available resources, including electronic whiteboards, to help pupils learn effectively. Classrooms are well organised. Teachers mark pupils' work thoroughly and give precise feedback so that pupils understand clearly how to improve. Pupils are strongly aware of their learning targets, and of their progress towards them. Assessment is extremely thorough in tracking pupils' progress over time. Teachers make full use of this information to identify needs, to set targets and to plan subsequent teaching.

The curriculum is planned with great care to ensure progress in learning. It provides a wealth of opportunities for pupils to create, to explore and to investigate. Skills, for example in art, literacy and ICT are applied very well across subjects to set learning in context, reflecting the school's ICT mark and Artsmark awards. Visiting coaches extend skills in physical education and pupils have opportunities to perform, for example in playing the steel drums. The staff work closely with other schools, for

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

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example in developing the 'Extra Mile' project to raise standards and aspirations.

The school provides highly effective support for individuals and groups who are in danger of falling behind, tailoring this very precisely to pupils' needs. Pupils speak glowingly of the help they receive and how this helps them to improve. The school is extremely successful in helping vulnerable pupils and those with emotional, behavioural or learning needs to achieve and enjoy school. It works tenaciously with pupils and families to secure regular attendance and punctuality, and to reduce absence that undermines learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and leadership team are highly effective in harnessing the energy and enthusiasm of staff, governors, parents and pupils, to drive improvement. The school sets ambitious targets for all pupils and keeps a close check on progress towards them. The school's leadership closely monitors the quality of teaching and learning and strongly supports staff in their continuing professional development. Morale is high and staff are strongly committed to the success of the school.

The governing body is fully involved in evaluating the school's strengths and weaknesses and shaping its direction, and diligent in ensuring that statutory responsibilities are met. The safeguarding of pupils is given the highest priority and appropriate procedures are implemented rigorously to ensure pupils' safety and well-being. The school is strongly committed to securing harmonious relationships and to providing equal opportunities for all.

The school has an excellent relationship with parents. The Parent Council provides a forum in which parents make a full contribution, for example in drawing up the home/school agreement. The school supports family learning. It provides valuable information about what pupils will be learning and the teaching methods used, and regular guidance about homework. The school's leadership fosters many partnerships within and beyond the school that add significantly to the breadth of pupils' education and to the quality of care they receive.

The school generates a strong sense of belonging. It has a thorough understanding of the local community and its needs and is very effective in drawing people together with a common purpose. The school has plans to extend its links nationally and

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internationally, building on work undertaken with other schools during a recent International Week. The school's resources are wisely deployed to achieve the best for pupils and the school gives excellent value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Children make a good start in Reception. Building on their different starting points, they make good progress towards the early learning goals. Children learn about sounds and letters and quickly gain early skills in reading. Progress in writing is slower because it is given less attention. Children settle happily into school and their personal, social and emotional development is extremely good. They are kind and considerate to each other, asking politely to join a group or to share materials. They become absorbed in their activities, exercising independence and solving problems for themselves, for example when persisting in sticking boxes together to make a model. Routines are well established, so that children know how many can work in each area, and how to help with tidying up.

The classroom and the outdoor learning area are well organised, offering children a wide range of exciting activities that spark their imagination and curiosity and test their developing skills. Learning is set in context, for example, as children learn numbers and words through a story about dinosaurs. Staff observe and assess children's progress carefully, sharing information and establishing excellent relationships with parents.

Teaching is lively and interesting, and the staff work together well in leading children's learning forward. The curriculum is well planned in all the areas of learning. Staff strongly promote children's welfare, health and safety, and help



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children to take responsibility themselves, for example in checking that boxes are stacked up safely. Children's progress is regularly reviewed and action is taken swiftly when areas for improvement are identified, for example in writing.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The vast majority of parents and carers are extremely satisfied with the school. All those who responded to the questionnaire agree that the teaching is good, that children are prepared well for the next stage, and that the school is led and managed effectively. A very small number are dissatisfied with information about progress, the management of behaviour, and response to parents' views, but inspection findings did not substantiate these concerns. Many parents express high praise for the school, commenting on the excellence of staff, the progress made, the support for families, the school leadership's swift response to concerns, the 'caring, sharing environment', and children's happiness and enjoyment of school life. The inspectors' findings confirm that these extremely positive views are well founded.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leverington Community Primary 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 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	62	21	34	2	3	0	0
The school keeps my child safe	42	69	17	28	2	3	0	0
The school informs me about my child's progress	37	61	20	33	4	7	0	0
My child is making enough progress at this school	31	51	28	46	1	2	0	0
The teaching is good at this school	38	62	21	34	0	0	0	0
The school helps me to support my child's learning	37	61	20	33	2	3	1	2
The school helps my child to have a healthy lifestyle	33	54	27	44	1	2	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)	30	49	25	41	0	0	0	0
The school meets my child's particular needs	31	51	29	48	1	2	0	0
The school deals effectively with unacceptable behaviour	29	48	27	44	4	7	0	0
The school takes account of my suggestions and concerns	26	43	28	46	4	7	0	0
The school is led and managed effectively	31	51	30	49	0	0	0	0
Overall, I am happy with my child's experience at this school	36	59	24	39	1	2	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



3 February 2010

Dear Children

**Inspection of Leverington Community Primary School, Wisbech, PE13 5DD**

Thank you for welcoming us to your school and for telling us about what you do. You were polite and friendly and very helpful. You are proud of your school, and rightly so.

We think that the school is outstanding because the teachers help you to make so much progress in your learning. You are becoming good readers, and good scientists too because you enjoy investigating and finding out how things work. You work hard and behave extremely well so that everyone can concentrate on learning. You do interesting work and have a lot of fun too.

The school gives you targets to work towards so that you can improve in reading and writing and maths. It also teaches you to be sensible and responsible and to get on with other people. We were impressed to hear how the school council tries to sort out problems and how the Year 6 pupils organise clubs by themselves. The school wants you to be confident about what you can do if you really try, and we were glad to hear about your dreams for the future.

The headteacher and all the staff keep thinking about how to help you reach even higher standards. We think progress in writing would be faster if you practised more in the younger years.

We hope that you go on enjoying all your interesting work, and aiming high.

Yours sincerely

Joy Richardson  
Lead inspector

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