

Inspection of a school judged good for overall effectiveness before September 2024: The New Leake Primary School

Fodderdyke Bank, New Leake, Boston, Lincolnshire PE22 8JB

Inspection date:

17 December 2024

Outcome

The New Leake Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

One parent told inspectors that 'This school is a little gem.' Inspectors agree. This is a safe, happy and cohesive school in which pupils are known, heard and understood. It is a small school with a big family feel. It is held in high regard by pupils, staff and the vast majority of parents and carers.

The school's values make clear that everyone is expected to show respect, forgiveness, honesty, trust, kindness and fairness. All pupils are expected to achieve highly. They do their very best to live up to these high expectations.

Pupils behave positively. The recently revised behaviour policy is working well. Pupils understand the three simple rules of 'be kind, be respectful and be safe'. They are eager to earn recognition and praise from staff. The stepped reminders, along with opportunities to reflect, help pupils understand the impact of any poor behaviour. Any pupils who struggle to live up to the school's expectations receive the help they need. As a result, they behave well.

Pupils benefit from an exciting range of outdoor activities. Daily, they get to explore, take risks and develop cooperation and collaboration skills. They do this well. The impressive construction area is especially popular.

What does the school do well and what does it need to do better?

At all levels, including governance, the school is well led and managed. Leaders have a clear understanding of their roles and responsibilities. They know what is working well in the school and what needs to improve. They have successfully addressed weaknesses in

the curriculum and in the provision for the early years. The work of the federation means that the school has strong capacity for continued improvement. This is supported by a cohesive and supportive team of staff. They share a united ambition to prepare pupils for life in modern Britain. Staff are well supported. They are unanimously proud to work at the school.

The school's curriculum is well designed. Across all subjects and in the early years, it sets out what pupils will learn at each stage of their education. It builds cumulatively on what has gone before. It makes clear what pupils are expected to know and remember. It takes good account of pupils' ages and stages of learning. On the whole, pupils recall what they have learned accurately. However, some minor weaknesses remain. Occasionally, teachers cover too much subject matter in a short amount of time. They do not focus closely enough on the curriculum content that pupils should learn. Arrangements for checking how well pupils learn and remember the curriculum, in some subjects, are at an early stage.

Reading is prioritised. It is taught well. The school's phonics programme makes clear the sounds that pupils should know at each stage of their education. The school checks closely to ensure that pupils keep up. Extra help is put in place quickly when it is needed. Beyond phonics, the reading curriculum is meticulously organised. Pupils study a broad range of texts and genres over time. This, along with a wide range of strategies to promote a love of books, results in pupils developing positive attitudes to reading.

In lessons, pupils work hard. They pay close attention to what teachers say. On the whole, they take pride in their work. However, in some cases, teachers do not have high enough expectations of the written work that pupils produce. As a result, there are some minor inconsistencies in pupils' grammar, spelling and punctuation and the quality of handwriting.

The school has a high proportion of pupils with special educational needs and/or disabilities (SEND). These pupils are well provided for. The school ensures that their needs are fully understood. The targets that are set for these pupils are precise and aligned well to their needs. The long-term targets contained in education, health and care plans are skilfully distilled into smaller, bite-sized aims. Staff provide a good balance of challenge and support. As a result, pupils with SEND achieve well.

Provision for pupils' personal development is a strength. This is underpinned by a well-designed programme for personal, social and health education. Pupils learn about a broad range of people, places and cultures. They have an age-appropriate understanding of fundamental British values and the protected characteristics. They regularly consider current affairs and news from across the world. Pupils are well prepared for life in modern Britain.

Pupils benefit from a good range of extra-curricular activities. These include clubs for crochet, mindfulness, construction and film, to mention but a few. The school keeps a close eye on who attends. It makes sure that no one misses out.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some cases, teachers do not have high-enough expectations of pupils' written work. As a result, there are some inconsistencies in pupils' use of grammar, spelling, punctuation and handwriting. The school should ensure that its expectations of pupils' written work are consistently understood and applied.
- Teachers, on occasion, can cover too much subject matter in a short amount of time. They do not focus closely enough on what the curriculum says pupils should learn. As a result, pupils do not always learn the curriculum as well as they could. The school should ensure that teachers focus closely on the intent that is contained in the curriculum and that this consistently results in pupils knowing and remembering content.
- In some subjects, arrangements for assessing how well pupils learn and remember curriculum content are at an early stage of development. This means that the school does not have a fully rounded view of how pupils achieve across all subjects. The school should ensure that it has consistent assessment procedures in place to check on how successfully pupils acquire knowledge across all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120466
Local authority	Lincolnshire
Inspection number	10339664
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	31
Appropriate authority	The governing body
Chair of governing body	Leigh Arnold
Headteacher	Rachael Cotton (executive headteacher)
Website	www.new-leake.lincs.sch.uk
Dates of previous inspection	6 and 7 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school is federated with Stickney Church of England Primary School. Together, they form the Stickney and New Leake Primary Schools Federation. The two schools share the same executive headteacher, executive deputy headteachers and governing body.
- The executive headteacher and executive deputy headteachers were appointed after the school's previous inspection.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- Inspectors held meetings with the executive headteacher, the executive deputy headteachers, curriculum leaders, the special educational needs coordinator and groups of staff and pupils.
- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum documentation for a range of subjects.
- An inspector met with a representative of the governing body and held a telephone discussion with a representative of the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey. They considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. An inspector scrutinised the school's plans for improvement and its assessment of the school's effectiveness.
- An inspector spoke informally to pupils at breaktimes and with parents at the end of the school day.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Chris Stevens

Ofsted Inspector

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