

Inspection of Leamore Primary School

Bloxwich Road, Leamore, Walsall, West Midlands WS3 2BB

Inspection dates: 15 June, and 14 and 15 July 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils love coming to Leamore Primary. It is a happy place, where learning is fun but also challenging. Pupils told us that the best thing about the school is the way leaders make them feel safe. Inspectors agree, and so do the staff and parents who gave us their views. Leaders go the extra mile to follow up any worries and concerns that pupils may have.

The teaching staff encourage pupils to do the best they can. They make sure that those who find learning difficult get the help they need to succeed. Pupils have been able to continue to engage with their work in each of their subjects, remotely when necessary.

Pupils behave well in lessons. Staff deal with any bullying incidents effectively. The new outside play equipment has transformed behaviour at playtimes. Pupils are now purposefully engaged in games.

Pupils get on well with each other, including those from different backgrounds. The school's personal, social and health education (PSHE) programme helps pupils from an early age to know that 'every family is normal.' The school makes sure that pupils enjoy a wide range of experiences. This includes the whole-school trip to Barmouth beach in Wales.

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

Senior leaders have planned a curriculum that helps pupils build on their previous learning. Curriculum leaders check carefully the planning and delivery of their subjects. Governors are highly knowledgeable in their evaluation of the curriculum. Some programmes are relatively new where curriculum leaders have not been in their role for long. However, senior leaders ensure that teachers' knowledge continues to improve. Staff appreciate the high-quality subject training. Those spoken to could all give examples of effective support they have received.

Leaders are successful in promoting a love of reading. This starts from the moment pupils join in Nursery or Reception. As soon as pupils have settled into their routines, leaders introduce a well-structured programme of phonics. This continues into subsequent year groups for as long as necessary. Teachers group pupils carefully. As a result, pupils gain new letters and sounds in a carefully sequenced order. Pupils who find reading most difficult receive expert teaching. The effective support and guidance they receive helps them improve.

Pupils read books which are well matched to the sounds and letters they know. They can decode unfamiliar words with the phonics skills they have acquired. Pupils read widely, often and with enthusiasm. The school's reading scheme is also online so that pupils can read at home.

The whole-school focus on writing has led to standards improving in English and other literacy-based subjects. Pupils have also increased in their understanding, knowledge and skills in other subjects. Consequently, they apply their new learning successfully to their writing.

The mathematics curriculum is well sequenced so that pupils can recall their prior learning. Pupils also draw on their mathematical knowledge in science and geography, for example through investigations and everyday activities.

Leaders ensure that pupils are assessed in all subjects taught. Class teachers regularly check how well pupils are doing. However, the extent to which they identify misconceptions, such as pupils' mistakes in spoken and written grammar, is less consistent. Some feedback to pupils is, at times, lengthy and repetitive. It does not necessarily lead to pupils making the required improvements.

Teaching staff support pupils well to catch up in the classroom. Teachers have a close focus on pupils with special educational needs and/or disabilities (SEND). They adapt activities suitably so that these pupils can access the learning. Pupils learn well in classrooms largely free of low-level disruption.

Leaders in the early years have provided children with open-ended opportunities for play and learning. This ensures that their development is unrestricted. The curriculum is well planned and sequenced. It builds on what children know and can do. It has a strong emphasis on language development. The recently improved outdoor area is an attractive and stimulating environment. The curriculum and learning environment are still being developed further.

Leaders continue to provide wider opportunities for pupils, such as the art club. This is despite the limitations of COVID-19 (coronavirus). In PSHE and in other subjects, pupils extend their understanding of the wider world. They consider current issues maturely, such as pollution, deforestation and racism. Pupils understand and can discuss fundamental British values, such as the rule of law and tolerance. However, some struggle with the correct terminology.

Pupils' attendance is rising. Staff go to extensive lengths to follow up non-attenders and latecomers. An appropriate combination of rewards and deterrents has led to improvements.

Leaders take appropriate steps to reduce staff's workload. For example, they have reduced the volume of written feedback staff have to provide to pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious in ensuring that they keep pupils safe, especially those who have been identified as most vulnerable. Their culture is one where any incident, however insignificant it appears, must be logged on the school's electronic system.

This enables leaders to track patterns and take swift action when necessary. They make referrals in a timely way and engage well with outside agencies. Leaders and staff are well trained to look out for any concerns, for example the recent whole-staff training which took account of child sexual exploitation. Governors are well informed to ensure they hold leaders to account.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers are not consistent in identifying pupils' misconceptions, including the use of correct grammar and terminology. As a result, there are times when pupils use non-standard forms of grammar in their speaking and writing in lessons. Teachers and additional adults should ensure that they consistently model standard English in their own speaking and writing. They should ensure that pupils are able to use standard English where it is required. As a result, pupils will be able to use formal English more confidently in their speaking and writing.
- At times, teachers' feedback to pupils is lengthy and repetitive, particularly in English. It does not necessarily lead to pupils making the required improvements. Teachers should ensure that feedback is understandable to pupils so that they can respond. This will enable pupils to be sure of the next steps they need to take to make further progress in their learning.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104157
Local authority	Walsall
Inspection number	10184491
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair of governing body	Cath Thompson
Headteacher	Lisa Francis
Website	https://www.learmoreprimaryschool.com/
Date of previous inspection	25 March 2021 under section 8 of the Education Act 2005

Information about this school

- The current headteacher's position was made permanent in September 2019. The deputy headteacher's position was made permanent in October 2019. The current assistant headteacher's post was made permanent in April 2021. The chair and vice chair of the governing body were both appointed in July 2018.
- The school does not make any use of alternative provision.

Information about this inspection

Ofsted carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

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 headteacher, other senior leaders, subject leaders, the coordinators for SEND and early years and other members of staff. They spoke to pupils. They met three members of the local governing body,

including the chair, and took account of information from a further two governors. Inspectors also spoke on the telephone to a representative from the local authority.

- Inspectors took account of 23 responses to the online questionnaire, Ofsted Parent View, and 20 free-text responses. There were no responses to the Ofsted staff questionnaire, but they took account of 20 responses to the school's most recent staff survey.
- Inspectors considered information on behaviour, personal development, safeguarding and child protection.
- Inspectors focused deeply on early reading, English, mathematics, history and PSHE. They visited lessons, looked at pupils' work and spoke to subject leaders, teachers and pupils. They also looked at pupils' work in music.

Inspection team

Mark Sims, lead inspector

Her Majesty's Inspector

Anne Potter

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021