School report

Inspection of Legsby Primary School

Legsby, Market Rasen, Lincolnshire LN8 3QW

Inspection dates: 18 and 19 July 2023

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?

Leaders have high expectations of pupils' behaviour. Pupils live up to these expectations. They treat one another with respect. They can talk politely and confidently to visitors. Pupils say they feel safe. They would share any concerns they have with staff. In the early years, adults help children to understand their feelings and how to overcome challenges.

Pupils enjoy attending school. Pupils, including those with special educational needs and/or disabilities (SEND), establish positive relationships with staff. They describe their teachers as 'lovely' and 'kind'. Many parents shared very positive views of the school and its leadership. One parent typically suggested, 'All of the staff are kind and caring and work very hard to support all of the children.'

Pupils benefit from wider opportunities, including craft and cooking clubs. Pupils attend movie night and a board games club. Leaders encourage pupils to look after their health by eating fruit and taking part in sports clubs. Pupils enjoy educational visits to Lincoln Cathedral as well as to museums and a local smallholding. Pupils take part in a ramble in the local area to learn about resilience and teamwork.

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

Leaders have created a curriculum that sets out what pupils should learn and when. They have identified the small steps of learning and how pupils should learn about the subjects they study in increasingly sophisticated ways as they get older. Most pupils develop secure knowledge of the subjects they study. Pupils share their scientific understanding of plants, forces and friction. They recall their learning in history about the Second World War and the Roman Empire. In the early years, leaders have established a curriculum which helps children to build their knowledge over time. Staff in the Reception and Year 1 'Rainbow' class provide work matched to children's and pupils' existing knowledge.

Teachers break learning down into manageable chunks. They have a secure understanding of the subjects they teach. They share important knowledge clearly. Teachers check pupils' understanding. In a small number of subjects and lessons, teachers do not always identify precisely what pupils know and can remember. They do not always ensure that pupils have opportunities to recall prior learning and connect this with current learning.

Leaders prioritise reading. They have invested in a new library. Pupils read books that match the sounds they know. They also choose books to take home that they can enjoy reading with adults. Children learn to read as soon as they start school. Most pupils enjoy reading. They can name their favourite books and authors. Some pupils are less sure about what it means to get better at reading once they have learned the basics. All staff complete training about how to teach children to read. Most pupils quickly become accurate readers.

Pupils with SEND have their needs promptly and accurately identified. Leaders work with external experts to ensure that pupils get the help they need. Pupils with SEND develop their knowledge well. Staff make adjustments to resources and the support they provide so that all pupils are able to access the lessons they attend. Pupils, including those with SEND, who need extra help with reading and mathematics benefit from support in intervention sessions. These sessions are carefully organised so that pupils keep up with their peers. They quickly return to the classroom so they do not miss out on other learning.

Pupils behave well. They concentrate in lessons and take pride in their work. Although some pupils say there can be the occasional argument, they also say that teachers are good at dealing with any problems that do arise.

Pupils study a well-sequenced curriculum for personal, social, health and economic education. They learn about positive relationships, mental health and the benefits of living in a diverse community. Pupils learn about British values. They respect difference and challenge stereotypes. Pupils learn about some of the world's major faiths. In the early years, children learn about good hygiene as well as how to rest and relax.

Leaders, including governors, work hard to develop their knowledge and expertise so that they can fulfil their roles effectively. Leaders work with external experts to consider ways in which they can improve the curriculum. They ensure that staff complete training. Subject leaders visit lessons, check pupils' work and consult with pupils and staff so they can monitor the subjects they lead. Staff say that there is a focus on working together. They share that leaders consider their work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a culture of professional curiosity. They have established a programme of training. All staff know how to identify and report safeguarding concerns. Governors complete regular safeguarding audits. Leaders carry out rigorous pre-employment checks before members of staff begin to work at the school.

Leaders work effectively with wider agencies when necessary to secure the help that pupils need.

Pupils learn about how to keep themselves safe. They can refer to the importance of not sharing personal details online. Pupils learn about road safety and talking to trusted adults when necessary.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teachers do not routinely ensure that pupils are helped to recall prior learning. As a result, some pupils do not always remember what they have studied and cannot connect previous and current learning. Leaders should ensure that teachers routinely help pupils to recall prior learning and build their knowledge over time.
- In a small number of subjects and lessons, the way in which teachers check pupils' understanding does not always enable teachers to identify precisely what pupils know and remember. As a result, teachers cannot always help pupils to move their learning on at the most appropriate point. Leaders should ensure that checks on pupils' understanding are consistent across all subjects and that teachers have the strategies they need to identify gaps and move pupils' learning on.

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' 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	120457
Local authority	Lincolnshire
Inspection number	10268244
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	48
Appropriate authority	The governing body
Chair of governing body	Sue Beveridge
Co-Headteacher	Lucy Dabb and Ben Murray
Website	www.legsbyschool.co.uk
Date of previous inspection	10 and 11 July 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in: reading, mathematics, history and science. As part of deep dive activities, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.

- The lead inspector also discussed with leaders how art, geography and design and technology are taught to pupils in mixed-age classes. He also reviewed curriculum documentation for music, computing and geography.
- An inspector met with those responsible for the early years provision, and both inspectors visited the early years provision.
- The lead inspector also met with those responsible for behaviour, personal development and the provision for pupils with SEND. An inspector met with the leader responsible for pupils' attendance.
- Inspectors met formally and informally with groups of pupils.
- The lead inspector met with a representative of the local authority.
- The lead inspector met governors, including the chair. He also reviewed minutes of recent meetings of those responsible for governance.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. Inspectors also spoke with staff and pupils.
- Inspectors considered responses received on Parent View, including free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

Inspection team

Matthew Fearns-Davies, lead inspector	His Majesty's Inspector
Lee Christopher	Ofsted Inspector

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