

Inspection of Leas Park Junior School

Ley Lane, Mansfield Woodhouse, Mansfield, Nottinghamshire NG19 8LD

Inspection dates: 23 and 24 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

There is a calm, purposeful air to Leas Park Junior school. Pupils are happy here because they are clear about what is expected of them. They talk fondly of 'The Hub' as a safe place. Some pupils proudly talk about regulating their emotions and how this has impacted positively on their ability to learn. Most parents and carers recognise this too. One parent said: 'The school have shown such kindness and support to meet the needs of my child.' However, further work is needed to ensure that everyone understands how behaviour is managed, so that misinformation does not arise.

Adults in school run the many extra-curricular activities on offer. Leaders ensure that there is a clear programme, so that all pupils receive equal opportunities to attend. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils speak fondly of the school's motto, 'reach for the stars.' They enjoy visits from Paralympians and regular trips or visitors to school to enhance pupils' understanding of the curriculum. Many enjoy the various roles and responsibilities they hold in school.

Pupils like their teachers and the lessons they receive. However, some parts of the school's curriculum are not fully implemented.

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

Since the last inspection, leaders have acted quickly to refine the school's curriculum. It now clearly identifies what pupils need to know and when. Subject leaders have received additional training to ensure that they have the knowledge and expertise to drive the improvements needed.

In mathematics, leaders have made adaptations to the small steps of knowledge to enable pupils to learn more over time. However, this is not reflective of other subjects. In some curriculum areas, leaders need to clarify how pupils will learn subject vocabulary. In other areas of the curriculum, more refinement is needed to ensure that teachers use assessment to check how well pupils recall key knowledge.

Teachers deliver lessons using an agreed structure. This helps pupils to know what is coming next. Where necessary, adaptations are made for pupils with SEND. This enables them to access the same curriculum as their peers. For example, where pupils find regulating emotions challenging, 'The Hub' helps them to develop strategies to cope with their mental and emotional well-being. Very quickly, many of them return to lessons. Pupils with an education, health and care plan receive a well-tailored, bespoke curriculum.

Reading is given high priority in school. Some pupils visit the local library to select books for others to read back at school. Pupils at the early stages of reading, receive

a regular, tailored programme. This helps them to learn how to use sounds to build words as they read. Leaders plan to invest in further reading books to support pupils at the early stages of reading.

Relationships are vital at this school. Pupils enjoy the rewards they receive for demonstrating positive attitudes and manners. Leaders invest significant time and energy to ensure that all pupils receive the right support to live out the school's ambitions and values. They have established clear behaviour policies that staff apply consistently. It is the reason why many vulnerable pupils thrive here. Staff appreciate how leaders have established a parent code of conduct, particularly while online. Pupils recognise how behaviour in school has improved but feel that there is still more that can be done. For some pupils and parents, there is a perception of unfairness in how the school deals with some behaviour.

Many parents appreciate the new online system for communication. It helps them to understand their child's learning. Leaders continue to work with parents to break down barriers and pre-conceived opinions of the school. They actively encourage parents to discuss worries and concerns. However, some disadvantaged pupils do not attend school regularly enough.

Governors fulfil their statutory duties with diligence. They ensure that they make checks on the information that leaders present them. They have a clear understanding of the school's strengths and development needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders go to great lengths to ensure that systems and processes in school help to keep pupils safe. Where necessary, leaders involve external agencies or signpost families to local services. Many parents appreciate leaders' tenacious efforts to get them the right support.

Staff are alert to any signs that may indicate a pupil is at risk of harm. They report all concerns swiftly. Regular training helps them understand the risks that pupils may face.

The school's curriculum enables pupils to learn about different types of safety, including online. Pupils have an age-appropriate understanding of healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the school's curriculum are not fully implemented. This slows down pupils' ability to recall key knowledge. Leaders must complete their work to

refine assessment systems and embed the use of key vocabulary for all subjects. Where necessary, they must arrange for further support to develop teachers' knowledge and expertise to deliver the curriculum.

- The work leaders have done to improve behaviour and attendance needs further refinement. Some pupils do not learn the school's curriculum because they do not attend school regularly enough. For a few pupils and parents, there is a sense of unfairness about how behaviour is managed. Leaders need to continue to develop systems for behaviour with clarity and openness. They also need to ensure all disadvantaged pupils attend school more regularly.

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	122441
Local authority	Nottinghamshire County Council
Inspection number	10254771
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair of governing body	Wendy Allen
Headteacher	Helen Atkins (Executive Headteacher) Toni Hall (Head of School)
Website	www.leaspark.notts.sch.uk
Date of previous inspection	8 and 9 February 2022, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, there have been no significant changes in leadership. The school's collaboration with another junior school in the local area is due to end in July 2023.
- The school uses one unregistered alternative provision.

Information about this inspection

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

- The inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school and representatives of the local governing body.
- Inspectors completed deep dives in the following subjects: early reading, history, computing and mathematics. Aspects of the school's curriculum for geography, art and design and personal, social and health education were also sampled.

Inspectors met with subject leaders, visited lessons, spoke with teachers, met with pupils and listened to them reading to adults. They considered curriculum plans and scrutinised samples of pupils' work.

- Inspectors met with groups of pupils at various times during the inspection, including during social times.
- Inspectors spoke with parents during the inspection. They considered the views of parents expressed through Ofsted surveys.
- The single central record was scrutinised as part of the inspection of safeguarding. Inspectors spoke with a range of staff and pupils and sampled documentation relating to safeguarding.
- Inspectors met with leaders responsible for behaviour, attendance and the school's personal development programme, including those responsible for extra-curricular provision.
- A telephone call was held with a representative of the local authority.

Inspection team

Shaheen Hussain, lead inspector	His Majesty's Inspector
Sarah Fielding	Ofsted Inspector
Ian Toon	Ofsted Inspector

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