

# Inspection of a good school: Leas Park Junior School

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

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Inspection dates:

8 and 9 February 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Pupils enjoy coming to school. They enjoy their learning. Leaders and staff want all pupils to achieve well. Teachers have established routines, high expectations and good relationships with pupils. Pupils are polite as they move around the school.

Pupils say that they feel safe in school. They know that there is always a member of staff whom they can speak to if they are worried. Staff work hard to make sure that pupils are looked after, happy and prepared to learn. Relationships between staff and pupils are positive.

Pupils behave well most of the time. Pupils say that there is little poor behaviour. They say that there is no bullying. Pupils know what bullying is and that it is not tolerated at the school. The school's values help pupils know the difference between right and wrong. They have a clear understanding of equality. One pupil said, 'I don't see why we should treat people differently. People who do, don't see how it impacts on them.'

In some subjects, leaders have not considered well enough what knowledge they want pupils to learn and when.

Many parents and carers are positive about the school. One parent commented, 'They can't do enough!' However, some parents feel that leaders are not dealing with their concerns effectively.

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

Leaders have developed a broad curriculum. In some subjects, leaders have identified the most important knowledge that pupils must learn and remember precisely for every year group. However, in other subjects, including art, geography, science and history, this is

not the case. In these subjects, leaders have not considered carefully enough what pupils need to learn and when, so that they know and can do more. In these subjects, pupils cannot routinely link what they are currently learning with what they have learned previously. On occasions, they cannot recall what they have learned previously. Pupils say that sometimes they find it difficult to complete the tasks teachers set them as they do not have enough knowledge about the topic.

Mathematics is taught well. Leaders have given the curriculum careful consideration so that pupils can build their knowledge and skills over time. Staff check pupils' learning regularly. They provide frequent opportunities for pupils to recap what they know so that they become secure in their mathematical knowledge and understanding. Pupils enjoy mathematics. They use mathematical vocabulary appropriately to explain their thinking.

Reading is a priority in the school. Leaders are ambitious that all pupils will become fluent and enthusiastic readers. There is a consistent approach to the teaching of reading across the school. Teachers regularly check pupils' reading skills. Pupils who are at an early stage of reading receive early help to catch up quickly. The books that staff choose for pupils to read are appropriate for how well the pupils can read. Teachers read to pupils every day. Pupils talk enthusiastically about their favourite types of books and their favourite authors.

Provision for pupils with special educational needs and/or disabilities (SEND) is a strength. Leaders ensure that these pupils study the full curriculum. Staff regularly assess how well these pupils are doing and provide support when it is appropriate. The types of support provided to some pupils with SEND matches their additional needs precisely. This is so that they can learn in a way that is right for them.

The curriculums for relationships and sex education and for health education support the school's positive ethos. Pupils know how to stay safe both mentally and physically. They show respect for each other and celebrate diversity. Pupils learn about a range of religions, beliefs and cultures. They have a clear understanding of equality.

Pupils appreciate the responsibility of becoming school councillors or sports leaders. They feel proud to help with the smooth running of the school.

Governors know the school well. They work effectively with leaders and with the local authority to support leaders and to hold them to account. They understand their statutory responsibilities. Leaders at all levels are considerate of staff's workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' safety is a priority. Leaders make sure that staff are well trained so that they know how to keep pupils safe. This knowledge is kept up to date. Leaders have clear systems in place to record any concerns. They follow up these concerns effectively. This includes by working closely with external agencies so that pupils and their families get the help they need. Governors and the local authority regularly check the school's safeguarding procedures.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe. In lessons, pupils learn how to identify and respond to risks.

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

### **(Information for the school and appropriate authority)**

- In some subjects, leaders have not given sufficient thought to what knowledge they want pupils to learn and when. When this is the case, pupils do not always learn the key knowledge that they need to help them build their understanding over time. As a result, pupils can find completing complex tasks difficult, as they do not have the necessary knowledge they need. Leaders should ensure that there is clarity in all subjects as to what knowledge pupils should learn and when, so that pupils are able to know and do more.
- Some leaders do not have the necessary knowledge and understanding to develop further their planning of their subject's curriculum. As a result, their curriculum thinking lacks the necessary precision to be able to adapt the curriculum effectively so that pupils know and remember more. Leaders should ensure that all subject leaders have the necessary curriculum knowledge and leadership skills to be able to lead their subject areas successfully and improve the curriculum.
- Some parents are not fully aware of how well staff support pupils to learn, to develop positive relationships with each other, to manage their behaviour and to stay safe. Some parents feel that leaders do not respond to their concerns quickly enough. Leaders have reviewed how they communicate with parents, particularly those whose children are new to the school, or who have joined the school during the COVID-19 pandemic. They have plans in place to develop further ways of communicating with parents. Leaders should ensure that there is clarity as to the best ways to communicate with parents, particularly to assure any parents who have concerns that these are being addressed.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2012.

## 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.

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.

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

<b>Unique reference number</b>	122441
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10212526
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	278
<b>Appropriate authority</b>	The board of governors
<b>Chair of governing body</b>	Wendy Allen
<b>Headteacher</b>	Helen Atkins (Executive Headteacher)
<b>Website</b>	<a href="http://www.leaspark.notts.sch.uk">www.leaspark.notts.sch.uk</a>
<b>Date of previous inspection</b>	25 January 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been no relevant changes since the previous inspection.

## Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in her evaluation of the school.

- The inspector met with the executive headteacher, the head of school and the coordinator for special educational needs and/or disabilities. She met with governors. The inspector spoke with a representative from the local authority.
- The inspector carried out deep dives in the following subjects: reading, mathematics and geography. For each deep dive, the inspector met 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 inspector also looked at curriculum plans and spoke to leaders about some other subjects.

- The inspector examined a range of school documentation, including leaders' self-evaluation and improvement plans, and documentation relating to attendance and behaviour.
- The inspector met with the designated safeguarding leads and considered the safeguarding policy, training records and examples of safeguarding concerns.
- The inspector considered the responses to Ofsted's online survey, Parent View, including the responses to the free-text service. The inspector also considered the responses to the staff survey.

### **Inspection team**

Liz Moore, lead inspector

Ofsted Inspector

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