

# Inspection of The Leys Primary and Nursery School

Ripon Road, Stevenage, Hertfordshire SG1 4QZ

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Inspection dates: 5 and 6 March 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils are happy at The Leys. They come to school eager to learn and are excited to see their friends and teachers. Pupils live their school values of 'empathy, inclusivity, respect, aspiration, determination and empowerment' because staff reinforce these at every opportunity. They leave the school well prepared for their next stage of learning, having demonstrated the school motto of 'learning today, leading tomorrow'.

The school has high expectations for all pupils. Pupils work hard in lessons. They are polite and show respect towards each other and adults. For example, pupils are very respectful when they listen to and respond to others' opinions and beliefs. Pupils are confident to share their learning. They know why education is important for their future lives. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils learn important teamwork skills here. Competing in sporting events such as boccia or as part of the netball team develops pupils' confidence. Pupils are proud to represent their school as part of the choir. They enjoy the wide range of opportunities and visits the school provides, such as visits to the Verulamium Museum.

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

The school has designed a well-sequenced curriculum. In most subjects, important content has been broken down into smaller building blocks of knowledge. In these subjects, the school has identified when important concepts will be revisited. This helps teachers to teach lessons that build on what pupils already know. In these lessons, pupils secure their understanding of important knowledge. In a few areas of the curriculum, this is not as precise. This means there are occasions where pupils do not deepen their knowledge over time in these less developed subject areas.

Teachers deliver the planned curriculum effectively. They have a secure knowledge of the subjects they teach. They carefully check how well pupils are learning the curriculum. They use these checks to help them to address any misconceptions pupils may have. Overall, pupils achieve well because the school supports them to do so.

Children in the early years settle quickly into school routines. The school has carefully designed opportunities for children to develop their language, communication, and mathematical knowledge. For example, children discuss how to measure a worm and why it reduces and extends in length. Children enjoy learning with their peers across the different activities. This develops important social skills that help to prepare them well for future learning.

The school has correctly prioritised reading. Children learn to read as soon as they start school. Pupils read books that match the sounds that they are learning. This

helps them to read with increasing confidence and accuracy, leading them to enjoy the books that they read. The school identifies pupils who find reading challenging. Pupils are then provided with the support they need to help them become more fluent and confident readers.

The school identifies the needs of pupils with SEND well. Staff have a thorough understanding of pupils who need additional support. Teachers use careful adaptations to ensure that pupils with SEND access the curriculum alongside their peers. For example, the 'Digi books' assist all Year 6 pupils involved in a heart dissection for their science lesson. External support is called upon when needed.

Pupils are generally kind and considerate. In lessons and at social times, they behave calmly and sensibly. Should a pupil need help with managing their behaviour, the school is quick to provide it. This helps pupils to re-engage effectively with their learning.

The school has ensured that pupils have a wide range of experiences that extend beyond the academic curriculum. Pupils, including those with SEND, take part in various trips and activities that enhance their learning. These experiences help pupils to develop an understanding of the wider world. Pupils readily take on a range of leadership roles when selected but are unclear as to what decisions they can make.

Governors know what the school does well and what needs to improve. They understand their roles in holding leaders to account for the quality of education pupils receive. Leaders have prioritised staff well-being and are mindful of staff workload. Staff feel valued and enjoy working at the school. They have collectively developed a culture of high expectations in the school.

## **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 subjects, the curriculum does not break down important content into the steps of knowledge pupils need to learn. In these areas, pupils do not consistently make connections to build on what they already know. Leaders need to ensure that the work to refine the curriculum is completed so that the curriculum in all subjects is as well embedded and ambitious as those already more established. This will ensure that pupils develop deep knowledge across the whole curriculum.

## 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

<b>Unique reference number</b>	117364
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10294978
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Marina Stone
<b>Headteacher</b>	Davinder Khangura
<b>Website</b>	<a href="http://www.leys.herts.sch.uk">www.leys.herts.sch.uk</a>
<b>Date of previous inspection</b>	15 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher took up post in September 2021.
- The school does not use any alternative providers.
- The school operates a breakfast club for pupils.

## Information about this inspection

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

- Inspections are a point-in-time judgement 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 of the school.
- Inspectors met with senior leaders, including the headteacher, and a range of staff.

- The lead inspector spoke with representatives of the local governing body, including the chair of governors, and had a telephone conversation with a representative of the local authority.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents and minutes of the governing body meetings. Inspectors also reviewed records of pupils' behaviour and attendance.
- 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 spoke to pupils about their experiences of school and their views on behaviour and bullying. They observed pupils' behaviour during lessons and social times.
- Inspectors carried out deep dives in early reading, mathematics, computing, history and physical education. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some teachers and pupils about their learning and looked at samples of pupils' work. Inspectors also observed pupils reading to a familiar adult.
- Inspectors considered the 69 responses to Ofsted Parent View, including the 44 free-text responses. They also considered the 43 staff and 296 pupil responses to Ofsted's online surveys.

### **Inspection team**

Ahson Mohammed, lead inspector	Ofsted Inspector
Neil Taggart	Ofsted Inspector
Ania Vaughan	Ofsted Inspector
Danny Wagstaff	Ofsted Inspector

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