

Lea Community Primary School

Inspection report

Unique Reference Number	119155
Local Authority	Lancashire
Inspection number	339368
Inspection dates	16–17 November 2010
Reporting inspector	Stephen Rowland

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	The governing body
Chair	Mr Brian Rhodes
Headteacher	Mr Trevor Hart
Date of previous school inspection	19 October 2006
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Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons and observed the work of six teachers. Meetings were held with staff, pupils and members of the governing body. They evaluated the school's work, and looked at relevant policies, the school improvement plan, records of meetings, the school's monitoring records and analyses of pupils' attainment and progress. The 50 questionnaires returned by parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well does the school plan for progression and ensure that all pupils achieve their full potential?
- How effectively does the school's process for tracking academic progress support learning?
- How well does the school share good practice to ensure consistently good or better teaching?
- Do leaders and managers at all levels take an active role in planning for the school's development?
- How effective is the Early Years Foundation Stage, particularly in ensuring that boys make good progress?

Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is above average. Almost all pupils are of White British heritage. The number of pupils on roll has dropped since the time of the last inspection and some cohorts are very small.

The school has a pre-school attached to the Early Year Foundation Stage which is registered to provide care for a maximum of 24 children at any one time.

An after-school club which is not managed by the governing body also operates on the school site. This is subject to a separate inspection and has its own report which can be found on the Ofsted web site.

Since the last inspection a long standing deputy headteacher has retired and a member of staff has been promoted to assistant headteacher.

The school has the Sports Activemark Gold Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. The recent trend of falling pupil numbers has now been reversed and there is a growing sense of confidence and purpose. The staff and the governing body are committed to ensuring further improvement. Partnerships with other schools and organisations are outstanding and add greatly to the effectiveness of the school. The school is fully inclusive and has a family feel. Pupils are considerate and reflective. Their spiritual, social, moral and cultural development is outstanding.

Self-evaluation is accurate and thorough. The school is well aware of what actions it needs to take to raise attainment. Its work to raise attainment in reading is beginning to have an impact. The school has successfully tackled the issues raised at the time of the last inspection. This, taken with the good outcomes it is now achieving, shows that there is a good capacity for sustained improvement.

Teaching is good and the staff share good practice. The school's system for tracking the academic progress of pupils has developed well recently but is not yet fully embedded throughout the school to ensure that support is correctly targeted. Teachers assess day-to-day progress well and provide good feedback. At times lesson introductions are too long and pupils do not have enough opportunities to discuss and work with their peers. Also, on occasions, there are not enough chances for pupils to pause, check on understanding and to consolidate learning.

Pupils are offered many different activities outside the formal curriculum to extend their learning. These are of a very high quality and are often supported by the outstanding partnerships the school has with other schools and organisations. The quality of care and support offered to children is outstanding and this ensures that pupils feel safe and valued in school and have a strong sense of each other's rights.

The school works well as a community and pupils are aware of other cultural and religious groups in this country and abroad. All are respected equally. As one pupil said, 'We respect other people no matter what they believe.'

The school is well thought of by parents and carers. One typical comment was, 'Teachers try hard to help individual children.' Pupils support this positive view and display obvious pride in their school. As one pupil who had recently moved to the school said, 'My mum says we should have moved here years ago.'

What does the school need to do to improve further?

- Raise attainment by refining and fully implementing the school's system for tracking academic performance so that there is a clear picture of progress throughout the school.

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- Improve the quality of good teaching further by:
 - providing regular opportunities for pupils to discuss and share their learning with their peers
 - making sure that time is provided to check on understanding and learning.

Outcomes for individuals and groups of pupils

2

Pupils respond well to lively and engaging teaching. They work hard and are keen to learn from the activities they are offered. As a result, they make good progress; they enjoy learning and achieve well.

Generally, children enter the Early Years Foundation Stage with skills which are below those expected for their age. By the end of Key Stage 2 attainment is near or slightly above the national average. Attainment has improved as a result of the school's focus on sharing good practice in teaching and assessment. Evidence from the school's tracking system, lesson observations and the scrutiny of pupils' work shows that pupils are making good progress and are meeting the targets their teachers set for them. Support for pupils with special educational needs and/or disabilities is effective and this allows them to make good progress.

Pupils feel safe in school and say they are confident that any concerns or problems will be dealt with quickly and effectively. They act in a very safe and considerate way towards each other and greatly appreciate the 'R Zone' or nurture room, where any disputes or worries can be tackled in a reflective and calm environment. This feature of the school has helped to engender an ethos of mutual respect. Behaviour is good and pupils are considerate and mature in their dealings with each other and adults. A wide variety of sporting and exercise activities helps children to understand the importance of healthy lifestyles. The school council is very proud of its success in raising funds to bring about improvements to the school environment. Pupils enjoy school so that attendance is improving and is now at the national average. An outstanding feature of the school is the way that pupils are able to understand the feelings of others. They are reflective and thoughtful individuals who learn to empathise with others. As one pupil said, 'It's like a big family. We share, respect each other and get on well together.' Pupils have an excellent knowledge and understanding of the various religious and ethnic groups within the United Kingdom. As a result, their spiritual, moral, social and cultural development is outstanding.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good and there are examples of outstanding practice. Where teaching is most successful, pupils are kept fully engaged through lively and stimulating activities. The pace of learning is brisk and pupils are given numerous opportunities to work with partners and with small groups. Planning is thorough and teachers and teaching assistants are careful to ensure that different age and ability groups are on track. In a successful mixed Year 2 and 3 group, for example, staff worked with groups of pupils to ensure that they could devise clear and simple instructions on how to make flapjacks. On a few occasions, teachers spend too long introducing the lesson so that attention and engagement could wane. Also, in a small number of lessons pupils were not always given sufficient chances to pause and consolidate their learning and to check on understanding, so that learning was not as effective. Staff assess pupils' progress well and provide very helpful marking and feedback. Pupils are increasingly encouraged to assess their own and their peers' work.

The curriculum offers an impressive range of enrichment activities for pupils. For example, there are themed weeks or days when there is a focus on a particular area of learning. These have included a healthy week, a safety week, an extended writing day and a Chinese week. Pupils have enjoyed these events and have learnt a lot from them. Activities such as ballroom dancing, tag rugby and the steel band add to the very broad and stimulating offering for pupils. Literacy and numeracy skills are developed

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systematically. The school's developing tracking system is beginning to provide valuable information so that support can be targeted more accurately to raise attainment.

The school places a high value on the care and support of children. This aspect of provision is outstanding. Programmes of support for the most vulnerable are planned carefully and monitored closely so that staff and pupils are aware of what has to be done next. Teaching assistants provide excellent support for vulnerable pupils in class to ensure that they learn effectively. The work of the inclusion team, led by the Family Support Mentor, enables the school to work together with families to help children to get the most from their time in school. One positive outcome of this is that attendance rates although still broadly average are improving. The very close links with the pre-school enable staff to get to know children and their families and to ensure a smooth transition into the main school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leadership team have a strong sense of purpose and direction. The headteacher is respected and trusted by staff who value his 'open door' approach. He is ably supported by a group of committed individuals who work very hard to help the school to improve. All staff share the core values of the school to provide excellent care and support in which each individual child can thrive. Teaching is monitored thoroughly and staff identify priorities to improve practice. A recent focus on improving comprehension skills, for example, has brought about a clear improvement in attainment in reading. Planning for improvement is clear and concise. The very experienced governing body is effective and governors know the school well and provide effective support and challenge when required. Statutory responsibilities are managed efficiently.

The school works with a number of partners to enhance its work. This aspect of leadership is outstanding. The support and care of vulnerable children is greatly strengthened through the work of a number of external agencies including the pre-school group. The curriculum is enriched by a range of links with other schools and organisations. These include: the Ashton Excellence Cluster, which includes the local high school; the City of Preston Excellence Cluster, which has facilitated visits of pupils to the town hall to see local democracy at work; and an active link with a school on the other side of Preston, which is more ethnically diverse, has helped to strengthen pupils' awareness of the different religious and ethnic groups within the United Kingdom. This direct link is effective in promoting community cohesion. This is a welcoming school both for parents and carers and for newcomers to the school. Discrimination has no place here and every child is given

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an equal chance to succeed. Where differences in achievement are identified, for example, to raise standards in reading, then effective action is taken to close the gap. The school considers safety a very high priority and all procedure and policies to ensure that pupils are safeguarded are fully in place. This includes appropriate checks on all staff.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills which are generally below those expected for their age. They make good progress and the majority achieve well particularly in their knowledge of letters and sounds, and writing. Children are happy and secure. They are happy and are keen to talk about what they are doing. They are able to work independently and can work cooperatively and get on with others. Behaviour is good. Children act safely and understand the routines and expectations of the setting. Children learn to make decisions about activities and to say how they feel about how they got on.

Provision is good. Activities are carefully planned and are stimulating and enjoyable. There is a very thorough system for observation and assessment so that staff know the children well and can plan for progression. Staff are skilful at intervening in play, particularly to promote language development. The learning environment is varied and exciting although outdoor provision is not as well developed.

Procedures and policies are fully in place to ensure the safety of children. Partnerships with parents and carers are good and there are very effective transition procedures for children moving from the pre-school into the Reception class and into Year 1. Staff work well as a team. They share information about children and plan together well to bring about improvements. Self-evaluation is good and the leadership of the Early Years Foundation Stage coordinator provides a clear direction for the setting. Clear targets are

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set for development and progress towards these is carefully monitored. All staff are fully and appropriately trained and are fully equipped to provide for the learning needs of the children.

The school's pre-school works hand in hand with the Reception class. The provision for two-year-old children, which is included in the school's pre-school unit, fully complies with the conditions for its registration. Outcomes are good and the environment is welcoming and stimulating, although outdoor provision is not as good. The setting is led well and policies and procedures are fully in place.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About 32% of parents and carers responded to the questionnaire. Most of the responses were largely positive. A small number of respondents expressed concern over how well the school deals with unacceptable behaviour. Inspectors followed this up with observations during the two days of the inspection and discussions with pupils and found that pupils feel clearly that any incidents were dealt with quickly and effectively. A small number of respondents also expressed concerns over communications with parents and carers. Inspectors reviewed the systems that the school uses to communicate with parents and carers and concluded that they were generally effective.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lea Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 148 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	60	20	40	0	0	0	0
The school keeps my child safe	28	56	22	44	0	0	0	0
My school informs me about my child's progress	23	46	24	48	3	6	0	0
My child is making enough progress at this school	24	48	25	50	1	2	0	0
The teaching is good at this school	24	48	25	50	1	2	0	0
The school helps me to support my child's learning	22	44	24	48	4	8	0	0
The school helps my child to have a healthy lifestyle	23	46	26	52	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	44	25	50	1	2	0	0
The school meets my child's particular needs	21	42	27	54	1	2	1	2
The school deals effectively with unacceptable behaviour	19	38	26	52	4	8	0	0
The school takes account of my suggestions and concerns	18	36	27	54	3	6	1	2
The school is led and managed effectively	24	48	24	48	2	4	0	0
Overall, I am happy with my child's experience at this school	24	48	23	46	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2010

Dear Pupils

Inspection of Lea Community Primary School, Preston PR2 1PD

Thank you for making the inspection team so welcome during our recent visit to Lea Community Primary School. We are particularly grateful to those of you who agreed to meet with us during your lunchtime; your comments were very useful. Thank you also to those of you who completed the questionnaire.

Lea is a good school with some strong areas. We were very impressed by the kindness you show to newcomers to the school. You enjoy your lessons and your attendance is improving. I was very impressed by the ball room dancing lesson and by the steel band. Your parents and carers also expressed a positive view of your school. You are obviously well thought of locally.

You make good progress in school and we have suggested some things which would make your school even better. We have asked that you are given more opportunities to talk about your work with your classmates. We would also like you to have regular times built into lessons for you to check on what you have understood and to think about the next steps in your learning. Your teachers provide you with very good marking and feedback and keep good records on your progress. These records are not yet complete to ensure you get as much help as you can.

You are right to be proud of your school. Please help your teachers by always behaving as well as you did during our visit, by trying your best to learn and by helping each other. Once again, many thanks for your kindness and help.

Yours sincerely

Mr Stephen Rowland

Lead inspector

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