

Leagrave Primary School

Strangers Way, Luton, LU4 9ND

Inspection dates 26–27 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and reach broadly average standards by the end of Year 6 from starting points which are considerably lower than those expected for their age on entry to the Early Years Foundation Stage.
- The school benefits from the exceptionally strong leadership of the new headteacher and her drive for improvement during a period of significant change.
- Due to the high standard of provision, children in the Nursery and Reception classes settle quickly and get a good start to their education.
- The school has excellent systems for the early identification of pupils experiencing learning difficulties and for those who join the school during the year. These pupils learn well because support is carefully planned.
- Leaders and all staff promote pupils' spiritual, moral, social and cultural development strongly. All pupils work well together and show high levels of respect to all adults and each other.
- Teaching is good and improving. Activities are interesting and pupils enjoy learning. This is helping to speed up their progress. Teaching assistants contribute well to pupils' learning.
- Pupils behave well in lessons and around the school. High levels of care and strong relationships enable pupils to feel safe.
- School leaders, including governors, are driven by their ambition for continued improvement. They have identified the right areas for improvement to speed up pupils' progress. As a result, pupils' achievement and the quality of teaching have rapidly improved.

It is not yet an outstanding school because

- The work set sometimes lacks challenge, particularly for the most able.
- Pupils do not have enough opportunities to use their mathematical knowledge and skills to investigate and solve problems in mathematics lessons and other subjects.
- The quality of pupils' writing is sometimes let down because they lack confidence in choosing words to express their ideas and they are not always using their skills in spelling, punctuation and grammar well enough in their day-to-day written work.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, several of which were observed jointly with the headteacher or assistant headteacher.
- Inspectors observed pupils in lessons, at play, at lunch and as they moved around school.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher, assistant headteacher and different groups of people involved with the school. These included pupils, the Chair of the Governing Body and two other governors, members of the teaching staff and a representative from the local authority.
- During the inspection, the inspectors took into account the 19 responses to Ofsted’s online questionnaire (Parent View). They also spoke to parents at the beginning of the school day. Inspectors reviewed the responses to the 41 staff questionnaires completed during the inspection.
- The inspectors looked at a range of documents including plans for improvement, records of the school’s checks on pupils’ and teachers’ performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Susan Thomas-Pounce, Lead inspector	Additional Inspector
Nigel Sagar	Additional Inspector
Michael Bucktin	Additional Inspector

Full report

Information about this school

- Leagrave Primary School is larger than most primary schools and the large majority of pupils are from minority ethnic backgrounds.
- A well-above-average proportion of pupils speak English as an additional language. Many of them are at an early stage of speaking English or speak no English at all when they start the school. A significant proportion of pupils join classes throughout the school part way through their education.
- The proportion of pupils known to be eligible for the pupil premium is very high, being double the national average. This is additional funding is for pupils who are known to be eligible for free school meals or are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in reading, writing and mathematics.
- The school hosts a daily breakfast club.
- There were significant changes to the leadership team, teaching staff and governing body in 2013. The current headteacher led the school as interim headteacher from April 2013 until April 2014 when she was appointed substantive headteacher. Several new teachers took up posts in September 2013.
- The school took an additional 30 pupils into Reception in September 2011 and 2012 but reverted to two forms of entry in September 2013.

What does the school need to do to improve further?

- Further improve the quality of teaching by ensuring that:
 - more difficult tasks and activities are given to the most-able pupils so that a greater proportion achieve above-average standards
 - expectations of pupils' writing, punctuation and spelling are high enough and that pupils apply these skills in other subjects.
- Further raise standards in writing and mathematics by:
 - broadening pupils' choice of words and punctuation and improve their confidence in writing
 - providing more opportunities for pupils to use and apply their calculation skills to investigate and solve mathematical problems, both in mathematics lessons and in other subjects.

Inspection judgements

The achievement of pupils is good

- From very low starting points, pupils usually make good progress, reaching broadly average levels in reading, writing and mathematics by Year 6. Clear and convincing evidence exists that pupils' attainment has risen significantly this year and current pupils are now making rapid progress throughout both key stages.
- There was a dip in 2013 when attainment was well below the national average in writing at the end of Key Stage 1 and in mathematics at the end of Key Stage 2. However, over the past two years many pupils have joined the school at various times of the year across Key Stage 2. This has significantly affected overall results. The information about those pupils who were on the school roll at the end of Key Stage 1 and remained to complete Key Stage 2 shows pupils' overall achievement to be good.
- Most children start school with well-below average skills for their age. They make good progress through the Nursery and Reception classes especially in early reading and mathematics. Although nearly half the children reach a good level of development at the end of the Early Years Foundation Stage, most make outstanding progress in their personal and social skills which means they are well prepared for their new learning in Year 1.
- As in other areas in 2013, there was a dip in the proportion of pupils meeting the expected level for the Year 1 phonics (linking letters and sounds) screening check. However, as a result of good teaching and targeted support, an above-average proportion are achieving the expected level this year. Most pupils make good progress in reading in Key Stage 2.
- Inspection evidence indicates that whilst pupils' writing skills are improving rapidly, pupils sometimes experience difficulty in choosing words and punctuation to add impact and excitement to their writing. Pupils are confident with basic calculations but they have limited opportunities to practise their mathematical skills to investigate and solve problems both in mathematics and other lessons.
- The school's firm commitment to promoting equality of opportunity, fostering good relations and tackling discrimination is seen in how well the particular traits, interests and achievements of every individual pupil are well known and built on. The attainment and progress of the various groups of pupils who speak English as an additional language in school is similar to that of their classmates. Disabled pupils and those who have special educational needs make good progress as the result of effective support provided by teachers and teaching assistants. Expectations for their learning are high and staff set work which helps pupils make progress quickly.
- The majority of pupils in the school are supported through the additional pupil premium funding. In both 2012 and 2013, their performance in English and mathematics broadly matched that of all pupils in the year group. This funding is used very effectively to provide additional teacher and teaching assistant support, and to ensure that these pupils can access all the opportunities the school offers.
- The proportion of pupils achieving the higher levels is increasing. In common with other pupils, they make good rather than outstanding progress over time.

The quality of teaching is good

- In the Nursery and Reception classes, staff quickly build warm relationships with children. A strong focus on personal development means that children become increasingly confident in getting along with one another and adults. Staff take every opportunity to engage children in conversations and extend their learning as they explore and learn from the wide variety of stimulating practical activities, both indoors and outside.
- Lesson observations, records of pupils' progress, much improved attainment and the school's checks on teaching show that pupils' progress is improving rapidly because of the overall good quality teaching. It is improving because school leaders and staff are constantly seeking, and finding, ways to improve it and raise pupil standards. Effective monitoring and a robust training programme help teachers to continuously improve their teaching skills.
- Teachers' subject knowledge is good. Pupils are given clear answers to questions or explanations when they are having difficulty. Consistently well-planned lessons make learning interesting and fun for pupils. Pupils understand clearly what they have to include in their work to meet the high standards expected.
- Pupils, including those who speak English as an additional language, those in receipt of the pupil premium funding, disabled pupils and those who have special educational needs, are well supported and helped. Knowledgeable teaching assistants are used effectively to support pupils in widening their skills and making good progress. They play a valuable part in helping different groups of pupils to achieve well.
- Teachers' marking is thorough and regular and provides pupils with effective support and guidance by helping them to understand exactly what they need to do next.
- Pupils benefit from being taught literacy skills well but expectations that pupils will use these skills when writing in other subjects, such as science, are not high enough.
- The work in most classes is set at the right level to match the different ability groups, particularly those who find learning more difficult. Occasionally, the work set for pupils, particularly the most able, does not challenge them as effectively as it could because it is either too easy or too hard.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school and talk enthusiastically about the things that they particularly like. They are polite and show consideration and respect for adults and each other. Older pupils have good opportunities to work alongside others, for example, befriending younger children or hearing them read. This helps pupils to appreciate the differing needs of others.
- The behaviour of pupils is good. The majority of pupils willingly take responsibility for their own learning and their behaviour. In lessons, they talk to their partners and share ideas, when asked to do so. However, in a few instances, learning was not always matched closely enough to pupils' needs and this resulted in some pupils losing interest.
- Pupils show a good understanding of how to stay safe, including when using the internet and computers. Pupils understand what bullying is and the different forms it can take, such as cyber bullying and persistent name calling or taunting. They say that there is no bullying in the school,

but are confident that any incidents would be quickly resolved. They understand the school's behaviour policy well and the boundaries that are set.

- The school's work to keep pupils safe and secure is good. Policies to support pupils' behaviour, safety and well-being are clear and well embedded across the school. As a result, pupils say they feel safe and trust teachers and other school staff to help them if they have a problem.
- Parents and carers express mainly positive views about the school. The very large majority say that they believe that their child is happy, safe, well looked after and that behaviour is good.

The leadership and management are good

- The newly appointed headteacher has demonstrated an uncompromising drive and passion for improvement. With the support of the local authority, she took swift and decisive action to improve pupils' achievement and the quality of teaching. This included the use of additional staffing and making effective changes to the curriculum. Her purposeful and impressive leadership has driven considerable improvement. Pupils now attain much higher standards and make rapid progress from their individual starting points.
- The headteacher is supported by an effective senior leadership team. They make very good use of information about pupils' progress to provide support activities where needed. Through checks on the quality of teaching, scrutinising pupils' work and evaluating the impact of actions taken aimed at improving achievement, the school has a good overall view of its effectiveness and impact on pupils' progress. School improvement is supported by relevant school development plans and rigorous self-evaluation.
- The leadership of the Early Years Foundation Stage is good because regular and accurate assessments are made of what children know and can do. Activities are carefully planned to build skills and knowledge steadily. As a result, children have a good start to their school careers.
- Subject leaders are well trained and effective. They have clearly defined roles and responsibilities and are held to account by senior leaders and governors. The school's system for setting targets for staff is robust and is effective in holding all teachers to account for the achievement of pupils. As a consequence, teaching is good and improving quickly.
- The school's range of subjects is carefully planned to meet the needs and interests of pupils. It is enriched with visits and visitors that make it appealing and relevant to the pupils. Pupils spoke enthusiastically about the recent whole-school trip to London to see the Lion King. Equality of opportunity is at the heart of the school's provision. The emotional and academic needs of pupils are carefully monitored and support put in place for those requiring extra help.
- The additional sport funding is used very effectively to provide opportunities for the pupils to experience a wide range of sports and training for staff by sport specialists. This is making an excellent contribution to pupils' health and well-being.
- The school's contribution to pupils' spiritual, moral, social and cultural development is excellent. It encourages its pupils to be reflective individuals, develop curiosity in their learning and ensures that they become thoughtful, responsible individuals who have a respect for other people's opinions and beliefs.
- The school works extremely well with parents, involving them in school life as much as possible.

There are several opportunities for parents to take part in workshops which are aimed at developing the skills to give their child more help. The school has very effective strategies to work with parents who speak English as an additional language.

- The local authority provides well-targeted support for the school with access to additional training when requested by the school.

■ **The governance of the school:**

- The governing body is highly committed and makes a valuable contribution to the life of the school. It has worked with the senior leadership team to make sure that the journey towards improvement is sustained and members rigorously check on school performance and pupil progress using a range of evidence. They gain insights through visits during the day when they observe and talk to pupils, have discussions with staff and subsequently write summaries for other governors. Governors are realistic about the strengths of the school as well as what requires improvement. A robust system for checking on teacher performance linked to pay progression is in place. The effective use of the additional funding for pupil premium and sport funding and its impact on pupil achievement and well-being, is scrutinised regularly by the governing body. The governing body has a sound grip on the finances of the school and fulfils all its statutory functions, including those for safeguarding. The governing body makes good use of its professional expertise and has a strong commitment to on-going training.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131851
Local authority	Luton
Inspection number	427394

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	495
Appropriate authority	The governing body
Chair	Melvyn Butcher
Headteacher	Edel Gillespie
Date of previous school inspection	2 February 2010
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