

Inspection of a good school: Lighthorne Heath Primary School

Stratford Road, Lighthorne Heath, Leamington Spa, Warwickshire CV33 9TW

Inspection date:

18 October 2022

Outcome

Lighthorne Heath Primary School continues to be a good school.

What is it like to attend this school?

Lighthorne Heath is a friendly and inclusive school. Staff know pupils and their families well. They look after pupils and make sure they feel safe. Staff encourage pupils to share their opinions. They listen carefully to pupils' views.

Leaders provide many opportunities to broaden pupils' experiences and develop their interests. All pupils can take responsibility through one of the school's numerous pupil committees. Pupils are proud to be mental health ambassadors, members of the eco-council and learning detectives. They benefit from annual visits to the theatre, residential trips and extra-curricular clubs.

Leaders and staff across the federation work together to ensure that all pupils achieve well. Pupils enjoy learning because they study a broad and interesting curriculum. This is enriched by regular trips and visitors. Leaders have invested heavily in the teaching of reading. However, some pupils need more help to become fluent readers.

Pupils learn the difference between right and wrong. They behave sensibly in lessons and around school. Pupils of different ages play together happily at social times. They say that bullying sometimes happens and they know what to do when it does. Pupils say they can talk to an adult if they have a problem. They know adults will help.

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

Leaders provide a curriculum that builds pupils' knowledge effectively. Teachers have a secure understanding of what they teach. They use published materials to help them decide what they want pupils to learn and when. Teachers are mindful of teaching mixed-age classes. They know what pupils have learned before and plan new learning to build and deepen pupils' understanding. Teachers bring lessons alive through carefully chosen practical activities. For example, Year 3 and Year 4 pupils remember using real fish to learn about classification in science.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) learn the same things as other pupils. Staff identify these pupils' needs accurately. They provide support so that pupils with SEND make good progress in most subjects. For example, staff introduce new vocabulary ahead of lessons so that pupils are ready to learn what is coming next.

The teaching of mathematics is effective. Teachers build pupils' knowledge a step at a time. They check what pupils understand and make changes to what they are teaching when they find gaps in pupils' knowledge. Teachers give pupils time to practise what they have learned. They make sure that pupils memorise number bonds and multiplication facts. This means that pupils have these facts at their fingertips when tackling more complex problems. There is a similar approach to building pupils' memory in Spanish. Pupils have time to practise and become secure in important vocabulary before moving on to something new.

Leaders recognise the importance of pupils becoming confident, accurate readers. There is a consistent approach to the teaching of phonics. Teachers make regular checks on the sounds that pupils know. They use this information to ensure that all pupils receive some teaching that matches the sounds they need to learn next. However, for younger pupils in mixed-age classes and for those who are behind where they should be, too much teaching does not match what they need to learn. As a result, some pupils do not make good progress. Some pupils who have fallen behind do not catch up quickly enough.

Leaders are keen to extend pupils' experiences beyond the small community where they live. They plan meaningful visits to places of interest and provide funding so that all pupils can take part. Monthly postcards from around the world help pupils to learn about how children live in different countries. Teachers use 'learning characters' to build pupils' confidence and resilience. Pupils get along together. Older pupils enjoy helping younger pupils, for example as play leaders and in lunchtime clubs.

Staff in the early years establish strong foundations for pupils' behaviour. They teach children to listen to each other, take turns and play safely. Pupils across the school behave well. They listen to adults and follow instructions. Occasionally, a small number of pupils lose concentration in lessons. Staff manage this and get pupils back on task quickly. Most parents and carers are supportive of how staff manage pupils' behaviour.

Governors offer appropriate support and challenge to leaders. Staff appreciate the actions leaders and governors take to reduce their workload. They value being able to work with other staff across the federation.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety and welfare. They provide regular training to ensure that staff are alert to any signs that pupils might be at risk. Staff report concerns promptly, and leaders respond diligently. Leaders keep a watchful eye on the actions external

agencies take in response to the concerns they raise. They are not afraid to challenge if they think more should be done.

Leaders make effective use of specialist agencies to support vulnerable pupils. All pupils learn how to keep themselves safe in different situations. Leaders work jointly with services such as the police to address local issues.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In phonics, younger pupils in mixed-age classes, and pupils who are behind in the phonics programme, do not get enough teaching that is focused on the sounds they need to learn next. As a result, a small number of pupils are not making the progress they should. Some pupils who have fallen behind are not catching up as quickly as they could. This includes some pupils with SEND. Leaders should ensure that all teaching is matched to the sounds that pupils need to learn so that all pupils become fluent readers.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 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.

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	125530
Local authority	Warwickshire
Inspection number	10227078
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair of governing body	Richard Butler
Headteacher	Juliette Westwood
Website	www.lighthorneheathprimaryschool.co.uk
Date of previous inspection	25 April 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the associate headteacher and three other leaders.
- The lead inspector met with the chair of the governing body and two governors. She also spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke with leaders about the curriculum in history and science.

- The lead inspector listened to a sample of pupils from Years 1 to 4 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke formally with groups of pupils as well as talking to pupils in lessons and around school. Inspectors reviewed the three responses to Ofsted's online pupil survey.
- Inspectors met with leaders about the school's safeguarding procedures. They reviewed policies and records relating to safeguarding, behaviour and pupils who have left the school. Inspectors spoke to pupils, parents and staff about pupils' safety.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors took account of the 11 responses to Ofsted Parent View, including the six free-text comments. One inspector spoke with parents at the beginning of the school day. Inspectors also considered the 12 responses to Ofsted's online staff questionnaire.

Inspection team

Claire Jones, lead inspector

His Majesty's Inspector

Catherine Crooks

His Majesty's Inspector

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