



Lighthorne Heath Primary School

Inspection Report

Unique Reference Number 125530
LEA Warwickshire
Inspection number 281953
Inspection dates 2 March 2006 to 2 March 2006
Reporting inspector Eileen Chadwick AI

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

Type of school	Primary	School address	Stratford Road
School category	Community		Leamington Spa
Age range of pupils	3 to 11		Warwickshire CV33 9TW
Gender of pupils	Mixed	Telephone number	01926 640326
Number on roll	78	Fax number	01926 641818
Appropriate authority	The governing body	Chair of governors	Mr Keith Blackburn
Date of previous inspection	1 March 2000	Headteacher	Mrs Dorinda Hunt

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small primary school serves a disadvantaged area of Lighthorne Heath and also attracts pupils from elsewhere. An above average proportion of pupils are eligible for free school meals. The proportion with learning difficulties is well above average whilst the proportion with statements of special educational need is average. A significant minority of pupils have emotional and behavioural difficulties. The movement of pupils in and out of school other than at the usual times is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with a number of good features. The school agrees with inspectors' judgements. Parents are pleased with the care and education provided.

Good progress in the Nursery and Reception years prepares pupils well for entering Year 1. Pupils' progress is satisfactory in the rest of the school. However, the more capable pupils' progress is inconsistent in English and mathematics. Few reach the higher levels of attainment because the work provided for them is not always sufficiently challenging. Pupils with learning difficulties make satisfactory progress. The considerable proportion with emotional and behavioural difficulties, who are often later entrants to the school, are well supported. Pupils' personal development and behaviour are good. The school takes good care of its pupils. It is a safe and friendly place where pupils enjoy learning. The quality of teaching and learning are satisfactory. Recent improvements in the school's systems for checking pupils' progress have led to improvements in the way reading and writing are taught in Years 1 and 2. This is already leading to signs of better progress in reading. The curriculum is satisfactory with good opportunities for extra-curricular activities.

Leadership and management are satisfactory. The headteacher provides strong pastoral leadership and a sound focus on raising standards. However, subject leaders in English and mathematics do not have enough opportunities to improve pupils' learning. Progress since the last inspection has been satisfactory. Given recent improvements, the school has the necessary capacity to improve further. It gives satisfactory value for money.

What the school should do to improve further

- Raise the proportion of pupils reaching higher levels by consistently providing the more capable pupils with sufficiently challenging work.
- Develop English and mathematics subject co-ordinators' roles so they are more involved in improving pupils' learning.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. Children's attainment on entry to the Nursery is well below the level expected for their age. Their progress is good throughout the Nursery and Reception years and most reach their learning goals by the end of Reception. Pupils' progress is generally satisfactory in Years 1 and 2, although standards by the end of Year 2 are below average in reading, writing and mathematics. The below average standards result largely from the movement of pupils in and out of the school, which impacts significantly on small year groups. However, the more capable pupils are not pushed on to reach the higher levels for their age and do not do as well as they should. The school has recently taken action to rectify this situation.

Although pupils' results in the national tests taken at the end of Year 6 in 2005 were below the national average, they had made satisfactory progress in relation to their starting points. As in Year 2, standards have been affected by a high proportion of pupils entering the school other than at the usual time. The school does well in raising standards in literacy for lower attaining pupils in Years 3 to 6, although this is only satisfactory in mathematics. The proportions reaching the higher levels in mathematics are too low.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good overall. Children in the Nursery and Reception years make very good progress in their personal, social and emotional development. Their progress in adjusting to school is excellent in the Nursery. Pupils enjoy school and get along well with each other. They feel safe and say there is 'always someone to turn to' if they have a problem.

Behaviour is good and, over time, many pupils show much improvement in their attitude towards learning and to each other. Significant numbers join the school after interrupted spells in other schools where they have been unable to settle and sometimes been excluded. Attendance is an improving picture for the whole school and is now satisfactory.

Pupils' spiritual, moral, social and cultural development is good as a result of the school's effective work in these areas, including the way it promotes racial harmony. Pupils develop good awareness of eating healthily and the need to keep fit. They very much appreciate being part of a school environment where all can flourish emotionally. Pupils make sound progress in developing teamwork skills for their future economic well-being and learn to make joint decisions through subjects such as design and technology.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall and is good in the Nursery and Reception years. Teachers manage pupils' behaviour well, which creates a climate supportive of learning in lessons. In the Nursery and Reception class, the teacher uses relevant practical methods and matches work to children's prior attainment very well. Teaching assistants are successfully managed so they play a large part in providing the right match of work and play activities to children's learning needs.

In Years 1 to 6, teachers often use their good subject knowledge to help pupils of average ability to learn well. However, in the mixed age classes, where the ability range is particularly wide, the oldest more capable pupils are not always challenged during whole class sessions. There are also times when the work is not closely enough matched to the needs of the youngest lower attaining pupils, who sometimes find it difficult.

Teaching assistants support pupils' learning well during group work. Assessment systems are thorough whilst their use for matching work is generally satisfactory.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with several strengths. In the Nursery and Reception years, it is well planned and fully meets the needs of all children. In Years 1 to 6, the curriculum covers all the required subjects and includes many practical activities that motivate pupils. There is good emphasis on enabling pupils to develop their creativity through art and design, design and technology and music.

Provision for literacy and numeracy is satisfactory in Years 1 to 6. Systems for teaching literacy in Years 1 and 2 have been much improved this year. This is leading to signs of better progress for Year 1 and 2 pupils in learning to read. A good range of visits and visitors enrich the curriculum. After school and lunchtime clubs enhance pupils' personal development well and contribute to their enjoyment of school. Activities additional to lessons include work for many pupils in the Children's University.

Care, guidance and support

Grade: 2

Pupils are well cared for and are provided with good guidance and support. The school regularly carries out effective health and safety checks and risks are assessed to promote good safety standards. Procedures and arrangements to support more vulnerable children, including those with medical or health needs, are sensible and thorough. Some pupils have a named key worker, which is a good system enabling staff to track and support many personal needs. Strong links with many outside agencies also support a wide range of pupils' needs effectively. Arrangements for child protection are good. This is a school where every child matters regardless of their home background and starting point and where good standards of care and support are strongly promoted by the headteacher and all staff.

A weakness, however, is that the school does not involve pupils fully in assessing how they might improve their progress. The school recognises that this is an aspect of care that needs further development.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school knows its strengths and areas for development. Self-evaluation has been sharpened by recent improvement in systems for measuring pupils' academic progress and for evaluating the impact of the school's actions on raising achievement. The headteacher provides strong pastoral leadership and has created a school where teachers can teach and pupils can learn. She has the support of parents, many of whom say the school has improved considerably in recent

years, such as in the standards of behaviour. Through necessity, there has been a strong and successful focus on improving behaviour.

The school is intent on raising pupils' attainment. However, targets are modest for Year 6 pupils for Level 4 and satisfactory at Level 5. Targets are not consistently demanding for higher attaining pupils in other years. Subject leaders are knowledgeable, although the English and mathematics' leaders do not have enough opportunities to evaluate the quality of teaching and learning in their subjects in all classes. Increased involvement of these staff is essential to drive up the standards.

The governors are satisfactory in their roles. They provide good support, although sometimes they do not sufficiently challenge the school's view of itself. Given recent progress with improvement, the school has the capacity to improve further. It provides satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Lighthorne Heath Primary School Stratford Road Lighthorne Heath Leamington Spa Warwickshire CV33 9TW

3 March 2006

Dear Pupils

Thank you so much for welcoming us into your school. We enjoyed our time with you and would now like to tell you what we found out about your school.

- The school is a happy place because you are so friendly and you behave well.
- You are a credit to your school in the way you are kind and helpful to each other and adults.
- You welcome new children to the school and make sure they quickly feel at home.
- You make particularly good progress in the Nursery and Reception.
- Your art and design and technology work shows you have good ideas and take great care to make your work neat and attractive.
- You have good opportunities to enjoy exciting school clubs. We have suggested three things that would help your school do even better:
 - Make sure your work is never too easy because some of you are capable of doing harder work.
 - Involve the teachers who are in charge of English and mathematics in checking up more on whether enough is done to help you.

We hope you continue to enjoy your school. We know you will help your teachers to make Lighthorne Heath an even better school than it already is.

With all our best wishes,

Yours sincerely

Eileen Chadwick Lead Inspector