



Lea Community Primary School

Inspection Report

Unique Reference Number 119155
Local Authority Lancashire
Inspection number 291340
Inspection dates 19–20 October 2006
Reporting inspector Michael Onyon

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

Type of school	Primary	School address	Greavestown Lane
School category	Community		Lea, Preston
Age range of pupils	4–11		Lancashire, PR2 1PD
Gender of pupils	Mixed	Telephone number	01772 726408
Number on roll (school)	178	Fax number	01772 761271
Appropriate authority	The governing body	Chair	Mr Alex Dickinson
		Headteacher	Mr Trevor Hart
Date of previous school inspection	1 June 2002		

Age group	Inspection dates	Inspection number
4–11	19–20 October 2006	291340

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school serves an area with higher than usual levels of social and economic disadvantage. Entitlement to free school meals is above average. The proportion of pupils with learning difficulties and/or disabilities is above average. The school population is mainly White British with a small number from minority ethnic backgrounds. Attainment on entry to the school is below what would be expected for children of that age. The school holds the Sport England ActiveMark gold award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where the inclusion of all learners in all aspects of learning is central to the school's ethos. Pupils receive a stimulating and enjoyable education in a welcoming environment and they achieve well. Standards have risen and this is clearly evident in both the work pupils do in class and in the consistently good results that they attain in the national tests. The school has improved considerably since its last inspection and provides good value for money. However, there is no complacency; plans to build on the school's successes are firmly in place and the capacity for further improvement is good.

Provision in the Foundation Stage (Reception) is good but there is insufficient opportunity to learn outdoors. The children make good progress and, by the time they move into Year 1, most are reaching the learning goals expected. Pupils continue to make good progress and, by the end of Year 2, standards are above average. Pupils with learning difficulties and/or disabilities receive well judged support, which helps them play a full part in lessons and make good progress.

Teaching is good; lessons are lively and interesting and pupils are very keen to learn. The enjoyment pupils get from their lessons is evident in their enthusiasm. They are happy in lessons and interact well with their teachers and with each other. Adults are sensitive to pupils' individual needs, helping to create a family atmosphere that encourages all who work or learn at the school to do their best. Staff assess pupils' work well and mark it regularly, but pupils are not involved enough in assessing their own work and deciding how to improve it. However, as a result of the effective teaching, pupils are well equipped for secondary school. Their behaviour is outstanding and all are able to go about their business safely. Attendance is average and the school has introduced a number of initiatives that are beginning to improve it. Through a wide range of opportunities the school provides, pupils acquire an excellent understanding of how to lead a healthy life. The broad and well planned curriculum prepares pupils well for what lies ahead and they acquire a range of useful skills to support their learning. The school uses its good links with outside organisations to the benefit of pupils. Good procedures are in place to safeguard pupils and they feel safe and secure knowing that they are cared for and looked after well. Pupils value their own culture but have limited understanding of the diverse nature of modern Britain and the wider world.

Leadership and management are good. A response to the parental questionnaire said, 'The headteacher provides really good leadership, is approachable to all and always has the pupils' and school's best interests at heart'. The headteacher leads the school with a clear purpose and vision, to enable all pupils to achieve as well as they can. Since the last inspection, he has introduced a range of effective procedures that have been central to the school's improvement. Strong team working enables staff to focus on what is important to pupils' learning, resulting in better achievement and higher standards. Subject leaders manage their subjects well and are given ample opportunities to be involved in whole school planning. Governors are actively involved in the school and carry out their responsibilities well.

What the school should do to improve further

- Involve pupils in reviewing and assessing their own work so that they know what to do to improve it.
- Help pupils to develop a full understanding of the diverse nature of modern Britain and their place within it.
- Provide regular opportunities for outdoor learning to improve the quality of education in Reception.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards by Year 6 are above average. Children's achievement in Reception is good, although limited opportunities to learn outdoors adversely affect the school's ability to provide for the full range of physical development. By the end of their time in Reception, children have settled into school and the majority are working at levels appropriate for their age. Pupils' progress in Years 1 and 2 is good and by, Year 2, standards are average. Since the last inspection, there has been a significant improvement in the results of national tests in Year 6. The results have been above average for three years and the number of children reaching the higher levels of attainment has improved each year. Challenging targets for pupils' performance in the tests have regularly been set and attained. Although the results for 2006 have still to be verified, there is every indication that this very positive pattern has continued and that, individually, pupils have made good progress. The progress of pupils from minority ethnic backgrounds is good. Pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, receive well judged support and make good progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good and there are some outstanding features in their personal development. Pupils feel safe and behave safely in all aspects of school life. Behaviour and social development are outstanding. This begins very well in the Reception class where children learn very quickly and follow the school's routines closely. They also enjoy their work, evident in their enthusiastic response to the 'Health Week' theme. Pupils make an excellent response to the school's well-presented messages about healthy living and staying fit. They love the wide variety of physical and sporting activities arranged by the staff. The school council said that the teachers are the best things about the school. The council fulfils its role well, instigating many important improvements in the school's provision. They also movingly described their fund-raising to dedicate a memorial to a pupil who died. This exemplifies how well the pupils contribute to the school and the wider community. Pupils have insufficient knowledge and understanding about the diversity of modern Britain or the wider world.

Quality of provision

Teaching and learning

Grade: 2

Occasionally teaching is outstanding. Pupils are excited by what they are doing because the pace is rapid, expectations are high, and there is a very positive atmosphere for learning. Most teaching is well planned and meets the needs of the different groups of learners well so that they make good progress towards set targets. High quality working relationships foster excellent behaviour and concentration. Pupils with learning difficulties and/or disabilities are well supported, often by teaching assistants, and they make good and sometimes very good progress. The staff have adapted the major national strategies for English and mathematics well so that, for example, pupils have enough time to solve problems or complete a piece of writing in that lesson. There are real strengths in how pupils learn to live healthy lifestyles, particularly through physical education lessons and after-school clubs. Sometimes, lessons move at a pedestrian pace, and progress then is only satisfactory. Assessment of pupils' work is good and work is marked regularly, but pupils do not have sufficient opportunities to assess their own work and improve it.

Curriculum and other activities

Grade: 2

Children in Reception are taught all the required areas of experience, but there is no continuous provision for outdoor learning because the outdoor area is shared with a Nursery. Much work is being done to further improve the quality of the curriculum in Years 1 and 2, particularly in reading, writing and mathematics. A good innovation is the short, sharp sessions for Year 1 pupils in learning the written sounds of English. The curriculum contributes well to pupils' good personal development. It is enriched well by a range of activities, for example:

- a themed week to develop healthy lifestyles across the school and many good quality sports activities
- an innovative project working with the local police called 'Community Kids'. This is intended to help pupils understand how to behave as they grow older.

Care, guidance and support

Grade: 2

Staff are highly committed to promoting pupils' emotional well-being. Arrangements for the safeguarding of pupils are in place and follow appropriate guidelines. Pupils say they feel safe and valued and can rely on adults to look after them. Pupils' self-esteem is nurtured well and, as a result, they make good progress in their academic and social learning. Rare incidents of unacceptable behaviour are dealt with quickly and effectively. Whilst guidance given to pupils on academic progress is good, pupils are not always involved in understanding what it is they need to do to improve their

learning. The school fosters strong relationships with parents and involves them in school life; this is of great benefit to the pupils' sense of well-being.

Leadership and management

Grade: 2

The headteacher and leadership team have effectively created an ethos where pupils' personal development is carefully nurtured and every child matters. Consequently, relationships within the school are strong and teamwork is good; this underpins the good progress pupils make. The clear and shared vision of leaders has led in recent years to successful developments in the Foundation Stage provision and higher standards in Key Stage 2. They are extending this good practice into Key Stage 1. The headteacher is highly regarded and his leadership is responsible for the strong purpose that is shared by the staff team. The leaders have a good view of the school's effectiveness and have developed a robust system for monitoring pupils' progress and tracking their attainment. The school recognises that it does not have a consistent system to actively engage learners in assessing their own work and agreeing targets for improvement. Governors have a good understanding of the school's work and have a great commitment to sustaining its role in the community. They are well informed about the school's strengths and weaknesses. Finances are managed well and the school makes good use of the funding it receives.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Lea Community Primary School

Greavestown Lane

Lea

Preston

Lancashire

PR2 1PD

19 October 2006

Dear Children

Thank you very much for making us welcome when we visited your school recently. We enjoyed coming to some of your lessons, talking to you about your work and the interesting things that you do. We are pleased to tell you that your school provides a good education for you.

What we particularly liked about your school:

- the good results that you achieve by Year 6 and your good achievement
- the good quality of teaching and learning
- the way that everybody feels valued and part of the school community
- your enjoyment of your happy school
- your outstanding behaviour and the way that you willingly take responsibility and help others
- the good guidance and support you receive to help you learn.

The adults in your school look after you well. We have asked your school to involve you more in reviewing and assessing your own work so that you know what you have to do to improve. We have also asked that you learn more about different cultures and that the Reception children are given more opportunities for outdoor play.

The inspection team wishes you well and good luck for the future.

Mr Onyon

Lead inspector