



# Leagrave Primary School

## Inspection Report

---

**Unique Reference Number** 131851  
**Local Authority** LUTON  
**Inspection number** 293866  
**Inspection dates** 10–11 October 2006  
**Reporting inspector** Jacqueline Marshall

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Strangers Way
<b>School category</b>	Community		Luton
<b>Age range of pupils</b>	3–11		Bedfordshire LU4 9ND
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01582 571951
<b>Number on roll (school)</b>	375	<b>Fax number</b>	01582 579551
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Melvyn Butcher
		<b>Headteacher</b>	Mrs Anne Featherstone
<b>Date of previous school inspection</b>	12 March 2001		

---

<b>Age group</b> 3–11	<b>Inspection dates</b> 10–11 October 2006	<b>Inspection number</b> 293866
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors over two days.

## Description of the school

Leagrave Primary School is a larger than average primary school which has grown further over the last year. It has a greater than average number of pupils who join or leave the school at different times during the year. Children's skills and knowledge when they start in the Nursery are well below those expected, particularly in their language, mathematical, personal and social development. Over half the pupils come from minority ethnic backgrounds and of these a large majority are in the early stages of learning English. The proportion of pupils whose first language is not English is greater than that found nationally. The proportion of pupils eligible for free school meals is higher than average. The proportion of pupils with learning difficulties and disabilities is average. A few pupils are from asylum seeking families. The school has a small number of looked after children. The current headteacher, senior and some other staff have taken up their posts since May 2005. The governing body has also undergone a number of changes.

## 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 an improving school that provides a satisfactory education for its pupils and a caring environment in which they can learn. Most parents recognise the community spirit the headteacher and staff have nurtured and praise the improvements made within the school over the past eighteen months. The achievement of all pupils is satisfactory. The school has tackled previous underachievement to the extent that all pupils including those with learning difficulties and disabilities and those in the early stages of learning English now make satisfactory progress. Very quickly after their appointment, the headteacher and senior staff tackled a raft of linked weaknesses that were at the root of pupils' disaffection with school and their underachievement. They effectively sought help from the local authority and other agencies. They gained parents' support and they are now playing an increasingly active role in their children's learning. Whilst subject leaders and the whole staff have played a part in bringing about these improvements, the headteacher and senior leadership team have been instrumental in driving them forward effectively. Some subject leaders and governors have yet to become fully involved in checking how well the school is doing and making sure pupils do as well as they can. Teaching, learning and the curriculum are satisfactory. Standards were exceptionally low in Year 6 in 2006, which reflects the legacy of underachievement earlier in their school careers. However, standards are rising. Some pupils achieve well because of effective teaching, but this is not yet consistent across the school. Teaching, whilst improving, is not yet always good. Pupils are not always informed, for example, through teachers' marking of their work about what they need to do to improve. Parents and pupils agree strongly that all adults in the school look after the pupils well and this is a key reason why their pupils' personal development is improving and is now satisfactory. The school has effectively targeted pupils' attendance and behaviour and as a result there have been clear improvements in both. Pupils say that they are more interested in school now because 'there are interesting things to do' and 'it's more fun to be in school now'. Many pupils like school and they are gaining the skills and knowledge they will need at their next schools adequately.

### **What the school should do to improve further**

- Raise standards by making better use of assessment and marking so that pupils know what they need to do next to improve. - Improve the quality of teaching and learning so that it is consistently good. - Raise achievement by developing the expertise of all of the subject leaders and governors in checking that pupils do as well as they should.

## **Achievement and standards**

### **Grade: 3**

Because of the substantial improvements in provision during their time in the Nursery and Reception classes, children made satisfactory progress last year, though when they entered Year 1 they were still well below the nationally expected standards. By the end of Year 2 in 2006 pupils had made satisfactory progress and reached standards

that were average in reading, below average in writing and well below average in mathematics. They achieved better in reading and writing because of the additional support for groups of pupils and improvements in both teaching and the curriculum. Though some pupils who were taught consistently well made good and better progress, pupils in Years 3 to 6 made satisfactory progress overall last year. At the end of Year 6 standards were exceptionally low in English, mathematics and science. The legacy of underachievement from earlier in their school careers remained. As a result Year 6 pupils in 2006 made less than expected progress towards targets in English, but in mathematics and science they made adequate progress. The school's assessments of pupils' standards and progress in Years 3, 4 and 5 indicate that standards are rising.

## **Personal development and well-being**

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. The school has focused much time on effectively developing this area of its work. Good systems and procedures have raised attendance to the national average. Pupils' behaviour has also improved significantly resulting in a huge reduction in the number of pupils excluded from school in the last year. In many lessons and around school behaviour is often good. There are still some lessons where pupils are less well engaged in their learning, so behaviour is satisfactory. Pupils are willing to take on responsibilities and effectively contribute to the life of the school through the school council. They behave safely and are developing an adequate understanding of the importance of leading a healthy lifestyle.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory and this is reflected in the satisfactory progress of pupils. Relationships between pupils and adults are good and, as a result, pupils enjoy lessons and are keen to learn. Teaching assistants make a valuable contribution to pupils' learning, particularly when supporting individuals and small groups both within and outside classrooms. Improvements in the use of assessment by most teachers have meant that activities are planned to include all pupils in lessons. Some teachers do not always take sufficient account of assessments to adapt work and their questioning to stretch pupils so that they achieve well. Due to improved guidelines, pupils' behaviour is increasingly well managed by all adults. Where the pace of lessons is too slow or teachers do not actively engage pupils, some become less involved and do not make as much progress as they could. All teachers are aware of the importance of developing pupils' speaking skills. In some lessons, pupils are not encouraged sufficiently to share and develop their own ideas and understanding.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is adequately enriched by a developing range of activities outside lesson times as well as by visits and visitors. Pupils of all ages learn a modern foreign language and all pupils enjoy their involvement in music. The curriculum in English and mathematics is enriched effectively through the use of additional teachers and by teaching pupils in ability groups which better meet their needs. Improvements in how English and mathematics are planned have begun to raise achievement in these subjects but these improvements have yet to be put into practice in other subjects. Pupils' literacy, numeracy and information and communication technology (ICT) skills are developed satisfactorily. However, opportunities for pupils to develop their language skills through sharing their ideas and explaining what they have learnt are not yet consistently planned for in all lessons. There is a well planned programme of personal, social, health and citizenship education, and for developing pupils' social and emotional skills. These have been key factors in improving pupils' attitudes, behaviour and enjoyment of school.

## **Care, guidance and support**

### **Grade: 3**

This is a caring school. Pupils and parents recognise this and it is a key factor in pupils' increasingly positive attitudes to school. Child protection and health and safety procedures are well understood and any pupils who are at risk are quickly identified and supported effectively. Pupils say that they feel safe and know who to turn to if necessary. Effective systems and procedures have been introduced to enable the school to identify different groups of pupils, such as those with learning difficulties and disabilities. Support for these pupils has improved greatly as a result and is now satisfactory. Outside agencies and parents are involved effectively in their education. The academic guidance and support provided by the school are satisfactory. The school has recently developed procedures to enable it to track pupils' progress more carefully through each year and set more challenging targets for them. Assessments are not always used consistently in lessons to inform teachers' planning, set high expectations or help pupils with the next steps in their learning. Whilst the quality of marking is satisfactory it does not yet consistently show pupils what they need to do next to improve their work.

## **Leadership and management**

### **Grade: 3**

The work of the headteacher in particular is a significant strength of the school. She is well supported by her senior team and the chair of governors. They have effectively implemented the improvements and 'dramatic changes' seen by parents and staff in the last year which have led to rising standards and tackling pupils' past underachievement. They have a clear vision which is shared by staff and governors for

a school that is improving and where every child matters. Parents acknowledge the school's increased willingness to welcome their views and the vast majority responded positively when asked about the effectiveness of their school. The headteacher and her senior staff analyse data and monitor teaching regularly to see what is done well and what needs to be improved. Consequently, they have a clear understanding of the school's overall effectiveness. They know what is needed to take the school forward and have effectively demonstrated a good capacity to improve the school further. Most subject leaders and governors have started to take increased responsibility for the checks the school makes to ensure it is doing well enough and to secure consistency of practice. Some have yet to become fully involved.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

12 October 2006 Dear Children Leagrave Primary School, Strangers Way, Luton, Bedfordshire, LU4 9ND Thank you for talking to us and showing us your work when we visited your school. We are pleased to hear that you like school and that the grownups are kind and look after you well. We think that they help you to know what you have to do to keep healthy and safe. We were happy to hear that you think things are getting better in your school and that more and more of you enjoy coming to school. We think you are polite to adults and you are good at getting on well with each other, whatever your backgrounds. We agree with you that your behaviour is getting better both in lessons and around the school. In order to make your learning even better, we have asked the adults at your school to: - make sure you are always given lots of opportunities that encourage you to do your very best - make sure that teachers always help you to know what you need to do to improve your work - keep checking exactly what the school does best and what could be better. Thank you again for helping us with our work. Mrs J Marshall Lead inspector