

Leck St Peter's Church of England Primary School

Inspection report

Unique Reference Number	119535
Local Authority	Lancashire
Inspection number	339463
Inspection dates	2–3 February 2010
Reporting inspector	David Byrne

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair	Mr Philip Robinson
Headteacher	Mr Kerry Stafford-Roberts
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by one additional inspector who spent 40% of the time observing learning. The school's work was observed, in particular the teaching and learning of pupils and the behaviour of pupils in and around school. Nine lessons were visited, and three teachers and one teaching assistant were observed. Meetings were held with governors, staff and groups of pupils. Samples of school documentation were looked at, including development plans, tracking and assessment records, curriculum policies, safeguarding documents and samples of pupils' work. The inspector considered the views of 23 parents and carers who returned questionnaires.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the accuracy of the school's evaluation of pupils' progress across the school
- whether variations exist in the quality of teaching and learning that might limit the progress some pupils make
- whether the school's assertion that it provides outstanding care, guidance and support for pupils is accurate
- the effectiveness of the school in promoting community cohesion, given its relatively isolated locality.

Information about the school

This is a very small rural school. Pupils are taught in two mixed-age classes, one of which includes children in the Early Years Foundation Stage. The vast majority of pupils are of White British origin. The percentage identified with special educational needs and/or disabilities is below average overall, but in some year groups it is well above average. Eligibility for free school meals is low. Since the last inspection, the school has entered into collaboration with another small school in the locality. This has resulted in the headteacher taking on the role as executive headteacher, leading both schools and sharing his time equally between them. The school has gained the National Healthy School's Award and an Artsmark as well as Eco-Silver accreditation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where pupils thrive in their academic and personal development. Pupils thoroughly enjoy learning, parents are highly appreciative of the school's work and staff morale is high. The outstanding curriculum, high quality teaching and first-rate care, guidance and support, together with excellent links with community, give pupils an excellent start to life. Under the outstanding leadership of the headteacher, all staff and governors work closely together in striving to provide pupils with the best possible school experience. Parents and carers are very supportive of the school, 'My child is highly motivated due to inspirational teaching', is a typical parental comment.

Since the last inspection, the school has improved significantly. Achievement and progress have improved, the curriculum has been enhanced significantly and school improvement planning is now of a high quality. Senior leaders and governors monitor the school's work carefully and know precisely its strengths and weaknesses. Priorities for improvement are crystal clear and the school has an excellent capacity to improve further.

In virtually all lessons, activities are varied and interesting, reflecting a lively and exciting curriculum. Teaching is animated and engaging and the pace is brisk. The diverse needs of the mixed-age classes are met very well and teaching assistants provide excellent support. As a result, pupils make outstanding progress and achieve very well from their starting points. Standards, as measured by test results, can vary because of the very small numbers in each year group. They are typically above and, at times, well above average. Pupils develop good academic skills, not only in literacy and numeracy, but also in art and aspects of the humanities. The wide range of educational visits and initiatives, such as the Forest Schools initiative, gives pupils a good understanding of their local area and of the natural environment. Very occasionally, in Key Stage 1 literacy and numeracy lessons, learning objectives are not made clear to pupils and they are not fully aware of how to improve their work. This limits their progress at times.

Pupils grow into mature and responsible young citizens. They have a very good understanding of how to stay safe and live healthy lives, behave impeccably and willingly take on responsibilities within school. Excellent links with other schools are deepening the experiences of pupils and widening the perspectives of staff and governors.

What does the school need to do to improve further?

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- Ensure that the progress pupils make in Key Stage 1 literacy and numeracy lessons, is as excellent as that evident across the rest of the school, by:
 - ensuring that pupils are always given clear guidance about what they are expected to do and how they can improve their work.

Outcomes for individuals and groups of pupils

1

Pupils love learning and do so with a smile and infectious curiosity. They have excellent attitudes to learning. This is one reason why attendance is very high. Rapid progress occurs in almost all lessons. Pupil's behaviour is excellent and they all work hard. Progress is good in the Early Years Foundation Stage and in Key Stage 1, but accelerates in Key Stage 2 to be outstanding overall. Pupils often exceed their challenging targets. Pupils with special educational needs and/or disabilities make the same outstanding progress as their classmates because of excellent support from teachers and teaching assistants.

Pupils develop outstanding personal and social skills. They are very thoughtful and care for one another and say that they feel safe at all times. Pupils talk of school as being, 'one big happy family', which contributes to the superb quality of relationships, including the way in which older and younger pupils get on so well together. Pupils are very knowledgeable about ways of staying safe and healthy. This is symbolised by the school's acquisition of the Activemark and Healthy School's award. Initiatives such as the Heartstart Club' give pupils an excellent understanding of safety and how to give basic first-aid if required. Whether as school councillors, as sports leaders by assisting in setting up assemblies, pupils are very keen to take responsibility. Pupils have a good awareness of their own and other cultures through links with Chile, and as a result of exploring aspects of European cultures as part of learning Spanish and French. The school recognises that pupils lack direct contact with pupils of different cultural backgrounds. Pupils are extremely well placed to be successful at their next stage of education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	1
	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have high expectations of pupils and they use assessment well to match pupils' work to meet individual needs. Excellent partnerships between teaching assistant and teachers ensure very good inclusion for all pupils and, in particular, those with special educational needs and/or disabilities. Contributions from specialist staff, for example, in modern foreign languages, sport and music, successfully complement the skills of permanent staff. Lessons are well planned. Teachers generally communicate very clearly the purpose of lessons and guide pupils towards how they can do even better. In literacy and numeracy lessons, in Key Stage 1, pupils are less well informed about what to do and how to improve their work.

The outstanding curriculum inspires pupils and motivates staff. An excellent range of educational visits, including residential stays, links with local schools and work in the local community, combine to broaden pupils' knowledge and understanding of the wider world. Personal and social education has a high priority and contributes to pupils' excellent personal development. The introduction of the Forest School initiative in Key Stage 1 and the school's involvement with inter-school competitions, such as go-cart building, are examples of innovative and effective practice which are adding considerably to pupils' enjoyment of learning.

Vulnerable pupils and their families are extremely well supported by the school and a wide range of outside agencies. Parents have very high regard for the quality of care their children receive and are very confident about the good quality advice the school gives them. Staff know their pupils very well indeed and consequently give them highly appropriate individual support and guidance. Excellent induction procedures in Reception reduce any anxieties when children start school. Very close links with the main feeder secondary school, ensure the smooth transition of pupils moving on from Year 6.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	2

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has an exceptionally clear vision for the school. His leadership ensures that the school is ambitious. The school's success is extremely well enhanced by the excellent teamwork between staff, governors and parents. High standards are set in everything from managing the performance of staff, to the quality of classroom and school displays, and innovative strategies for making learning fun. The role of the governing body is developing well under strong and effective leadership. Governors are increasingly involved in monitoring the school's work by carefully evaluating the progress made in meeting the targets set in the school improvement plan. The priorities for school development are based on a rigorous and very accurate analysis of the school's strengths and weaknesses. Parents are welcome partners in the school. Staff are very visible and approachable. Regular meetings and newsletters keep parents very well informed about events in school.

The promotion of community cohesion is good. In addition to the very significant contribution the school makes to cohesion in the local community, it ensures that pupils have a strong understanding of some communities further afield. Links with countries such as Chile, and learning and about Spanish and French cultures, enable pupils to develop a good understanding of the lives of people different to themselves. Strong links with pupils from different nearby schools enhance aspects of pupils' understanding and the school is in the process of linking with a multicultural school in the region. Safeguarding procedures ensure pupils' safety and meet current requirements. The school promotes equal opportunities very well. The accommodation is efficiently used and carefully maintained, resources are wisely purchased and staffing is carefully deployed. The school provides excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter the Reception class with skills that are typical for their age. They make good progress in their learning and enter Year 1 with skills that are typically above average. The children in Reception benefit from being taught alongside pupils in Years 1 and 2. Excellent teamwork between teachers and a dedicated teaching assistant ensures that children are provided with a curriculum that best fits their needs. Adults are adept at assessing children's needs and using this to plan learning. Children grow in confidence, work and play well with others and express their thoughts knowing that adults listen carefully to them. Good teaching is evident and is particularly effective in developing the key skills of speaking and listening. A dedicated area within the room is well organised and children have ready access to a variety of the resources. Although children are generally capable of taking responsibility for their own learning, at times, choices for doing this are limited. The lack of resources for regular outdoor learning is a relative weakness which is acknowledged by the school. Children benefit from participating weekly in outdoor learning in the school's own mini-woodland. The unit is well led and managed and all adults work effectively as a team. There are very good links with parents. The 'Flying Start' induction process has a positive impact on settling children into school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Over 90% of families were represented in the questionnaires returned, which is a very high proportion. The vast majority of parents and carers are very satisfied with the school and its quality of education. The 'family atmosphere' and the links with the Church are rated highly and parents feel that their children are very well cared for and safe. There is a strong feeling that school is fun and that teachers and staff do all they can to give pupils the best possible deal. There is strong support for the impact of the

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headteacher on the school and a feeling that many aspects of it are constantly getting better. The inspection findings confirm the very positive responses from parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leck St Peter's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	74	6	26	0	0	0	0
The school keeps my child safe	19	83	3	13	0	0	0	0
The school informs me about my child's progress	16	70	6	26	1	4	0	0
My child is making enough progress at this school	17	74	6	26	0	0	0	0
The teaching is good at this school	21	91	2	9	0	0	0	0
The school helps me to support my child's learning	18	78	4	17	1	4	0	0
The school helps my child to have a healthy lifestyle	18	78	5	22	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	61	6	26	0	0	0	0
The school meets my child's particular needs	15	65	8	35	0	0	0	0
The school deals effectively with unacceptable behaviour	14	61	7	30	0	0	0	0
The school takes account of my suggestions and concerns	15	65	7	30	0	0	0	0
The school is led and managed effectively	15	65	8	35	0	0	0	0
Overall, I am happy with my child's experience at this school	20	87	3	13	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 February 2010

Dear Pupils

Inspection of Leck St Peter's Church of England Primary School, Carnforth, LA6 2JD

Thank you for your help in the recent inspection of your school. I very much enjoyed my time in the school and appreciated the way you were friendly and helpful. Your school is outstanding. There are so many excellent things in your school that it is hard for me to know where to start but here are some of the main strengths:

- you have excellent relationships with everyone. You are polite, very caring, extremely considerate, impeccably behaved and have a thirst for learning
- you make excellent progress because of some super teaching. I was impressed not only by how well you do in mathematics and English, but also by the quality of your art work and by your knowledge of history and aspects of geography
- your curriculum is exciting and seems to grab your attention which makes learning fun
- you are lucky to get involved in so many visits and outdoor activities
- all staff in the school take excellent care of you all, with special attention to those of you who need it most.

None of this happens by accident. Your headteacher, staff and governors work tirelessly for you all because they have your best interests at heart.

Your school has no major weaknesses. However, I have asked your headteacher to make sure that clearer directions should be given in all lessons in literacy and numeracy in Key Stage 1, so that you know exactly what you are expected to learn and how to improve your work.

I wish you every success for the future.

Yours sincerely

David Byrne

Lead inspector

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