

Lea Neeld's Endowed Church of England Primary School

Inspection report

Unique Reference Number	119567
Local Authority	Lancashire
Inspection number	339473
Inspection dates	16–17 June 2010
Reporting inspector	Shirley Herring

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	123
Appropriate authority	The governing body
Chair	Mr Stuart Rogers
Headteacher	Mrs Kathryn Middlemiss
Date of previous school inspection	12 July 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed five teachers in eight lessons and held meetings with staff, groups of pupils and governors. They observed the school's work, and looked at teachers' plans, pupils' work, the assessments and tracking of pupils' progress, the school development plan, and the 37 questionnaires completed by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of boys in Key Stage 1, particularly in writing
- the progress of the more able pupils in mathematics in Key Stage 2
- the consistency of teaching through the school
- the effectiveness of management actions in bringing about improvements.

Information about the school

This smaller than average school is situated in a semi-rural area and almost all pupils are from a White, British background. The number of pupils on role is rising and the proportion of pupils joining school after the usual time is increasing and is above average. Three of the five classes contain more than one age group and children in the Reception Year are taught alongside some pupils from Year 1. The proportion of pupils with special educational needs and/or disabilities is below average as is the proportion entitled to a free school meal. For the current term the headteacher has been seconded to a local school as associate headteacher for 60% of the time and the deputy headteacher is acting headteacher for this time. There is a privately managed before- and after-school club on site and this will be inspected separately.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Among its strengths are the curriculum, the care and support it provides for its pupils and the provision for children in the Early Years Foundation Stage. Pupils enjoy coming to school, behave well and attendance is above average.

Pupils enter the school with a range of skills that overall are typical for their age. They make good progress in the Early Years Foundation Stage because of the good provision and most achieve, and some exceed, the expected levels by the time they enter Year 1. Pupils make satisfactory progress in Key Stage 1 and 2. Attainment at the end of Key Stage 2 has been broadly average but improving over the last three years. There has been a significant increase in the number of pupils attaining the expected level for their age in mathematics but fewer than average achieve the higher level. This is because there are insufficient challenging opportunities for pupils to practise and develop their skills in solving problems. Whilst whole-school strategies have improved standards in writing in Key Stage 2, there has not been the same impact in Key Stage 1. The school is exploring ways to improve pupils' vocabulary as a precursor to improving writing, though these have yet to have a measurable effect.

The headteacher is the driving force in evaluating the school's work accurately and planning improvements. Subject leaders analyse results carefully to identify general areas of weakness and this has led to some improvements in English and in aspects of calculations. However, monitoring of teaching and learning is not sufficiently systematic to ensure that clear school policies on marking and the use of assessment are consistently applied across the school to help all pupils to achieve as well as they can. There have been improvements in teaching and procedures for assessing and tracking of pupils' progress since the last inspection. These are now having some impact on attainment, though this is not uniform across the school. The strong leadership of the headteacher and the developing role of the senior management team indicate the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Improve writing in Key Stage 1 by giving pupils more opportunities for speaking, in order to develop their vocabulary.
- Raise achievement for the more able pupils in Key Stage 2 in mathematics by providing more consistently challenging opportunities for them to investigate and solve problems.
- Develop the role of the subject leaders in monitoring teaching and learning to

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ensure more consistency in marking and in the use of information from assessments.

- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils say they enjoy their learning, particularly the theme days and Fun Fridays. They behave well and this makes a good contribution to their learning. For example, they cooperate well together and readily share and take turns. Pupils concentrate well in the majority of lessons, but can occasionally become restless if they have to sit for too long listening to the teacher.

There has been a good improvement in the number of pupils attaining the level expected for their age in mathematics since the last inspection. The proportion of pupils attaining the higher level in mathematics is below average and is lower than those attaining the higher level in English. Provisional assessments for the current year show a similar picture in mathematics to that of 2009, though those in English show an improvement. Pupils with special educational needs and/or disabilities make good progress because of the well focused support they receive.

Pupils say they feel safe in school and are comfortable talking to an adult should they have a problem. Instances of bullying are rare and pupils are confident that they are dealt with promptly. They understand issues such as internet safety well. They have a good awareness of how to lead a healthy lifestyle and they value the salad bar at lunchtime. Serving from the salad bar is a prized responsibility for older pupils. They enjoy many sports after school and participate eagerly in Sports Week. They make a good contribution to the school community as school councillors and as buddies for the younger children. They also contribute willingly to the wider community through links with the Church and combining with other schools to sing at various venues including Preston Minster. Their above average attendance, positive attitudes and sound basic skills prepare them well for the future. Spiritual, moral, social and cultural development is good. The school successfully encourages a good understanding of right and wrong and pupils are aware of a variety of cultures through their links with Global Care and Friends of Chernobyl's Children.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching observed during the inspection was good. However, scrutiny of pupils' books shows inconsistencies over time in the quality of marking and in the use of assessment information to plan work for different groups. Consequently, pupils do not always achieve as well as they can. Lessons are generally interesting and have clear learning objectives which are shared with the pupils so they know what to expect. Teachers' explanations are clear but, occasionally, the more able pupils are required to sit through explanations in mathematics they do not need instead of getting on with more challenging work. The skilled teaching assistants are well deployed and they make a good contribution to the learning of those pupils who need extra help.

There is a good emphasis on developing literacy, numeracy and information and communication technology skills in lessons and in other subjects. The decision to adopt a more creative curriculum has led to greater enjoyment for pupils and this was evident in the Egyptian Day when pupils and staff dressed the part and spent a day in a variety of workshops. There is good provision for pupils with special educational needs and/or disabilities so they make good progress. Initiatives such as increased opportunities for pupils to write at length have helped to improve standards in English in Key Stage 2, with an increasing proportion attaining the higher level by the time they leave. However, there are not enough opportunities for pupils to investigate and solve mathematical problems that challenge the more able or planned activities to develop speaking and hence writing in Key Stage 1. The good programme for personal, social and health education has resulted in pupils' good personal development. There is a good range of visits, visitors and additional activities to enhance the curriculum.

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Parents agree that the school provides a good level of care and support for pupils, including the most vulnerable. Strategies such as the provision of individual support have been effective in raising achievement for those who were falling behind. The school has good links with other professionals, such as the local authority's support service, to access specialist help for pupils where needed. The school liaises closely with parents to keep them informed and provides good support for those pupils experiencing personal difficulties, for example, through the work of the home school attendance worker. There are good procedures to ensure a smooth transition as pupils move through school and when they transfer to high school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff say they feel valued and there is a good sense of adults working together to improve standards and provide a good level of care and support for pupils.

Developments in the curriculum and in systems for assessing and tracking pupils' progress have led to some improvements in attainment, for example, in writing in Key Stage 2. Subject leaders have analysed the results of assessments to identify and address some areas of weakness. However, the role of subject leaders in monitoring teaching and learning to provide more consistency through the school is at an early stage of development. Governors are a welcome presence in school and they are adopting a more strategic role in planning developments. The school has a clear commitment to equal opportunities and analyses the achievement of different groups carefully. Actions taken by the school have resulted in a narrowing of the gap between the attainment of boys and girls in Key Stage 1. Strategies to improve the achievement of the more able pupils in mathematics have been slower to impact.

Weekly newsletters and regular meetings keep parents well informed and informative leaflets provide good guidance about how they can provide support with their children's homework. The school has effective links with a variety of partners to improve pupils' learning and well-being. Links with the high school and with a large local employer have helped to improve attainment in science. All the recommended procedures for good practice in safeguarding are in place and implemented and staff and governors are fully trained. Aspects such as safe cycling and fire safety are included in the curriculum so pupils know how to keep safe. The school has received an international award in recognition of its good work in community cohesion. The school has good links with the

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local churches and community. The links with Global Care have fostered an understanding of issues such as fair trade, and pupils were keen to raise funds to support relief work in Haiti.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Children enter the Reception class with a range of skills that overall are similar to what could be expected for their age, though there is a comparative weakness in their knowledge of letter sounds. They make good progress and most achieve or even exceed the goals expected for their age by the time they start in Year 1. There are good procedures for assessing children's progress and the information is used well to plan work for different groups. The teacher organises a good range of purposeful, practical activities, indoors and outside, that show a good understanding of how young children learn. Letter sounds and numeracy skills are taught systematically and well so children learn at a good rate. Children show considerable enjoyment in their learning, for example, as they peg number cards on a line in the correct order. Behaviour is good and children are learning how to keep healthy as they wash their hands and enjoy fruit snacks. All systems for safeguarding children are in place and staff are suitably trained. There are good procedures for introducing children to school, including visiting each child in their pre-school setting, so they settle quickly. All adults work cooperatively together to enable children to achieve well. The school evaluates its work accurately to plan improvements, for example, by introducing daily phonic sessions to successfully address an identified weakness. Parents are valued partners in their children's learning. The school listens to their views carefully, for example, when deciding on the most

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effective way of introducing children to school.

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

Approximately a third of parents returned a completed questionnaire and the vast majority of these were extremely happy with what the school provides. Inspectors agree with parents that their children enjoy school and that the school takes good care of them. However, the inspection found that the school's effectiveness is satisfactory rather than good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lea Neeld's Endowed 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 inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	76	9	24	0	0	0	0
The school keeps my child safe	30	81	7	19	0	0	0	0
The school informs me about my child's progress	20	54	15	41	2	5	0	0
My child is making enough progress at this school	22	59	13	35	1	3	0	0
The teaching is good at this school	26	70	11	30	0	0	0	0
The school helps me to support my child's learning	22	59	14	38	0	0	0	0
The school helps my child to have a healthy lifestyle	22	59	14	38	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)	23	62	14	38	0	0	0	0
The school meets my child's particular needs	22	59	14	38	1	3	0	0
The school deals effectively with unacceptable behaviour	18	49	17	46	2	5	0	0
The school takes account of my suggestions and concerns	19	51	17	46	1	3	0	0
The school is led and managed effectively	21	57	16	43	0	0	0	0
Overall, I am happy with my child's experience at this school	26	70	11	30	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



19 June 2010

Dear Pupils

Inspection of Lea Neeld's Endowed Church of England Primary School, Preston, PR4 0RA

Thank you for making us so welcome when we visited your school. We were sorry we could not join you in dressing up as Egyptians as you were enjoying yourselves so much.

Yours is a satisfactory school, which means that although there are several good things about it there are also some things which could be even better.

We could see how much you enjoy school and the many interesting things that teachers plan for you. You play your part by coming to school regularly and behaving well. Well done! In lessons teachers carefully explain what you are going to do so that you are sure of what to do.

We agree with you and your parents that the school takes good care of you and there is always an adult available to give you extra help when you need it. You make satisfactory progress during your time in school and most of you reach the level expected for your age in literacy and numeracy by the time you leave Year 6.

To make your school even better we have asked the school to:-

- improve writing in Key Stage 1 by giving the children more opportunities for speaking in order to develop their vocabulary
- raise achievement for the more able pupils in Key Stage 2 in mathematics by challenging them to solve more problems
- check that all teachers use the same method to mark your work and help you to improve.

I hope that you all continue to enjoy school.

Yours sincerely

Mrs Shirley Herring

Lead inspector

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