

# Lever House Primary School

Bristol Avenue, Farington , Leyland Lancashire, PR25 4YR

## Inspection dates

6–7 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards of attainment have improved. At Key Stage 1 they are above average and at Key Stage 2 significantly above average. All groups of pupils make good and occasionally outstanding progress throughout the school.
- Teaching and learning are consistently good and a significant amount of teaching is outstanding. Teachers have high expectations of pupils and plan and teach challenging lessons that lead to at least good progress.
- Disabled pupils, those with special educational needs and pupils eligible for the pupil premium achieve as well as other pupils because they are well supported and work is carefully planned to meet their needs.
- Pupils enjoy coming to school and are keen to learn. They say that they feel very safe and are cared for very well. Behaviour is outstanding and pupils are very respectful of each other and adults.
- The imaginative curriculum provides a wide range of opportunities for pupils to develop their knowledge, understanding and skills, and promotes their spiritual, moral, social and cultural development very well.
- The headteacher, school leaders and governors have a clear and accurate understanding of the strengths of the school and how it can be further improved. All staff are committed to making the school better still.

### It is not yet an outstanding school because

- Whilst virtually all pupils make good progress from their starting points, the proportion making outstanding progress could be higher.
- In some lessons, teachers talk and direct activity too much and do not give pupils enough opportunity to work things out on their own.
- Teachers have too few chances to share their best practice and to see outstanding teaching in other schools.

## Information about this inspection

- Inspectors observed 19 lessons or part lessons, including one joint observation with the headteacher.
- Meetings were held with groups of pupils, members of the governing body and with middle leaders and senior staff. A telephone discussion was held with a representative of the local authority.
- Inspectors listened to pupils reading and talked to them about their enjoyment of reading and their reading habits.
- Thirty eight responses to the online questionnaire (Parent View) were taken into account, as well as responses to the staff questionnaire.
- Inspectors observed the school's work and examined a number of school documents. These included information about pupils' progress and school development plans. They also looked at work in pupils' books and information about behaviour, attendance and safeguarding.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Kevin Boyle

Additional Inspector

Sally Hicks

Additional Inspector

## Full report

### Information about this school

- Lever House is an average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is much lower than that found nationally.
- The proportion of pupils supported at school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The vast majority of pupils are from White British backgrounds and very few speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding, and further accelerate the rate of pupils' progress by:
  - sharing existing best practice more widely across the school, and providing teachers with more opportunities to observe outstanding teaching in other schools
  - making sure that teachers do not talk too much and always give pupils the opportunity for pupils to work things out independently for themselves.

## Inspection judgements

### The achievement of pupils is good

- Achievement has improved since the last inspection. The school's careful and detailed analysis of the outcomes of every pupil shows that they make sustained progress over time in all classes and subjects. Progress from pupils' starting points is at least good and for some it is outstanding.
- Children get off to a good start in the Early Years Foundation Stage. They enter school with skills that are broadly as expected for their age and make good progress across all areas of learning. They settle well into classroom routines and are happy and safe. Children get on well together and show care and consideration towards each other.
- Attainment has been rising across the school. Although there was a slight dip in Key Stage 1 results in 2012, by the end of Year 2 standards of attainment are above average, particularly in writing. By the end of Year 6, attainment is significantly above average in all subjects.
- Pupils' work shows that they achieve well throughout the school. Virtually all pupils make at least expected progress in reading, writing and mathematics, and the proportion making good progress is above average. In 2012, this was higher in English than mathematics, but in 2011 it was the other way round.
- Although boys' attainment was higher than that of the girls in 2012 this is not a consistent trend, and boys and girls make equally good progress across the school.
- The school's procedures to check on the performance of different groups of pupils are rigorous. Disabled pupils, those with special educational needs and those eligible for the pupil premium receive effective guidance and support and work is well planned to meet their needs. As a result, they make good progress and achieve at least as well as other pupils. This shows the school's strong commitment to promoting equality of opportunity and tackling discrimination.
- Pupils make good progress in reading. There is a strong focus on developing communication skills in the Early Years Foundation Stage and reading is encouraged throughout the school. Pupils say that they enjoy reading. As a result of good teaching, even the weaker readers use effective strategies to work out difficult words and read confidently for the most part.
- Parents are pleased with the progress their children are making. One parent said that 'the children learn a lot in a very caring environment.'

### The quality of teaching is good

- Teaching has been improving steadily and this underpins the rising achievement. Teaching is now consistently good throughout the school, and a significant amount is outstanding. For example in one Year 4 history lesson, pupils followed up a visit to a local museum by investigating what working conditions were like for children working in 19<sup>th</sup> century factories. They showed great interest and enthusiasm and used information and communication technology (ICT) very effectively to find out more and develop their ideas. As a result, they made outstanding progress.
- Teachers have high expectations of pupils. They use a variety of methods and ways to challenge, motivate and interest pupils and ensure that they develop a range of skills. Pupils and teachers use ICT extensively and skilfully, and teaching assistants are deployed effectively to assist pupils' learning.
- Carefully targeted and tailored support is provided for disabled pupils, those who have special educational needs and those who receive pupil premium funding. This includes extra help within classes and individual or small group teaching outside the classroom which ensures that these pupils make good progress.
- Teachers monitor pupils' progress carefully. They question pupils effectively and keep a close check on their understanding during lessons. As a result, any misunderstandings or gaps are quickly spotted and corrected. For example in a Year 5 mathematics lesson, the teacher continually checked pupils' progress and very carefully matched the standard of work to

challenge all pupils and move them on at a brisk pace. More-able pupils were given harder work, and those who needed extra help got it. As a result, all pupils made outstanding progress.

- Pupils say they enjoy lessons and are keen to do well. Their books show that work is typically well presented and they clearly take great pride in it. Detailed marking provides pupils with helpful comments and suggestions. As a result, they know how well they are doing and what they need to do to improve.
- Occasionally, teachers talk for too long before allowing pupils to work independently, and sometimes they over-direct pupils and do not give them enough opportunities to work things out for themselves. In these lessons, pupils are more passively involved and the pace of learning is slower.

### **The behaviour and safety of pupils are outstanding**

- Pupils' behaviour is outstanding both in classrooms and around the school. They have a very good understanding of what is right and wrong and what is expected of them. In lessons they settle quickly to work and frequently show exemplary attitudes to learning.
- Relationships between pupils are very positive throughout the school. They get on very well with each other and are extremely polite and friendly to staff and visitors to the school.
- Pupils say they feel very safe in school and are looked-after well. Parents agree strongly with this. For example, one parent commented that all staff 'work really hard to run a very happy, fun school where children are safe and learn so many wonderful and exciting things.'
- Pupils have a good knowledge of how to keep themselves safe in a variety of situations, including when using the internet. They say that bullying is very rare, but they know about different forms of bullying. Should it occur they know who to turn to and are entirely confident that the school would sort it out quickly and fairly.
- Although pupils say that behaviour is typically very good, some pupils do misbehave occasionally. Inspection evidence and school records confirm that misbehaviour is very rare, and that when it occurs the school deals with it sensitively and appropriately.
- Pupils greatly enjoy school, are eager to learn, attend regularly and are punctual to lessons. As a result, attendance is high and has been rising.

### **The leadership and management are good**

- The steady improvement in the school since the last inspection reflects the vision and dynamism of the headteacher. He has created an effective leadership team which is fully committed to the process of school improvement, and this positive commitment is shared by all staff.
- School leaders, including the governing body, check on the school's performance systematically and carefully. They have a very good knowledge of the school's strengths and areas for development, and this has enabled them to make effective plans for further improvement.
- There are rigorous systems to check on the quality of teaching and learning in the school. These are used to identify best practice and focus on areas for improvement, and to provide appropriate training and professional development opportunities for staff. As a result, the quality of teaching and learning has improved and the proportion of outstanding teaching has increased. However, there are too few opportunities for teachers to share this best practice amongst themselves and to observe outstanding teaching in other schools.
- Teachers are very aware of their accountability for pupils' progress. This is linked to the process of appraisal and performance management, and taken into account when making decisions about salary progression.
- The curriculum is a real strength of the school. It provides an outstanding range of opportunities to promote learning in a variety of imaginative ways that involve and enthuse pupils. For example, the school has recently become a Forest School and there is a very good range of enrichment activities, including sporting and cultural clubs, music, trips and visits. The curriculum

promotes high achievement for all pupils and fosters outstanding behaviour. It strongly enhances pupils' spiritual, moral, social and cultural development and ensures that they are very well prepared for the next stage in their education.

- The school works successfully to inform and involve parents in their children's learning. Parents appreciate this and have very positive opinions of the school. One parent said that she was very glad to have the opportunity to send her son to the school and 'wouldn't trust my children to any other school.'
- The local authority has provided light touch support to this successful and improving school.
- **The governance of the school:**
  - Governors have a good overview of pupils' achievement and the quality of teaching and learning. They are well informed and play an active role in monitoring school improvement and holding leaders to account. They manage the budget well and check that pupil premium funds are spent appropriately. They ensure that the school meets its statutory responsibilities, including those for safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119305
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	403379

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Moore
<b>Headteacher</b>	John Hurst
<b>Date of previous school inspection</b>	18 March 2008
<b>Telephone number</b>	01772 424268
<b>Fax number</b>	01772 456912
<b>Email address</b>	bursar@leverhouse.net



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