

St Lawrence Church of England (Aided) Primary School

Inspection report

Unique Reference Number	125168
Local Authority	Surrey
Inspection number	381056
Inspection dates	12–13 October 2011
Reporting inspector	Joy Considine

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	191
Appropriate authority	The governing body
Chair	Lady Gillian Randall
Headteacher	Catherine Reynolds
Date of previous school inspection	16–17 March 2009
School address	Bagshot Road Chobham Surrey GU24 8AB
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by eight teachers and they held meetings with senior leaders, members of the governing body and with pupils. They observed the school's work, and looked at school development plans, pupils' assessment and tracking information, minutes from governing body minutes and policies and documents relating to the safeguarding of pupils. Additionally, they analysed questionnaires received from 147 parents and carers, as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and progress made by all pupils throughout the school.
- The school's judgements of good personal outcomes for pupils.
- How well teachers use assessment information to plan lessons that are sufficiently challenging for all pupils.
- How well the Early Years Foundation Stage meets the needs of all children.
- The impact leaders and managers are making to secure good progress for pupils through the use of challenging targets.

Information about the school

This smaller than average-sized primary school serves pupils from the local village community. The number of pupils who have joined the school since the last inspection has increased so that some year groups are now full. The proportion of pupils who are known to be eligible for free school meals is about average. The proportion of pupils who have special educational needs and/or disabilities is about average. Most pupils are of White British heritage, with few who speak English as an additional language. The provision for children in the Early Years Foundation Stage is in the Reception class. There have been some significant changes to the staff team recently and the school is currently undergoing a building project to provide additional office accommodation.

There is a children's centre on the school's site, which 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 school provides a satisfactory quality of education. Although there are strengths in pupils' personal development, most make satisfactory progress in English and mathematics, attaining levels that are broadly average by the end of Year 6. The targets set by the school for some pupils, particularly those who are more able, are too low and so they do not do as well as they should. Pupils who have special educational needs and/or disabilities make better progress in English than they do in mathematics but progress in both is broadly satisfactory. Pupils' attendance has improved since the last inspection and is now above average.

Pupils feel safe in school and they are confident that adults will listen to them and address their concerns. Their behaviour in lessons and around the school is good. There is a wide range of sporting activities available for pupils, many of which make an effective contribution to their understanding and willing adoption of healthy lifestyles. Although pupils make a good contribution to the school and the local community, their understanding of the world beyond their own local community is less well developed. Pupils' spiritual, moral, social and cultural development is good. They get on well together and show respect and consideration towards each other.

The quality of teaching is satisfactory, although it is good in a few lessons. Where teaching is most effective, pupils benefit from well-planned and challenging activities that enable them to achieve well. However, not all teachers consistently make enough use of assessment information to plan lessons that are matched well enough to pupils' learning needs. The satisfactory curriculum is broad and balanced and meets all statutory requirements. However, systems for planning are inconsistent and this means that pupils do not always build their skills and knowledge sequentially or progressively. There is a wide range of enrichment activities such as visits to local places of interest to add to pupils' experiences and enjoyment.

Parents and carers appreciate the good care, guidance and support for pupils. One parent wrote, 'I feel the school has given excellent support to my child throughout the year and has given him an amazing stepping stone to the next steps in his life.' Arrangements for safeguarding are good. There are secure procedures and systems in place, including partnerships with parents and carers and with external agencies to support the needs of pupils whose circumstances may make them more vulnerable.

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The overall effectiveness of the Early Years Foundation Stage is satisfactory. The leader has recently introduced changes that are already beginning to improve provision for children. There are new systems in place to record and track children's development and there is more consistency in planning between the Reception class and Year 1, so that children move confidently into the main school.

School leaders are enthusiastic and keen to secure further improvements. Plans for development are adequate but the absence of specific targets for improvement, particularly in English and mathematics, means that it is not easy for them to evaluate the success of their actions. School leaders and governors monitor the work of the school but this is not as systematic as it could be and so some areas of underperformance are not always quickly identified and challenged. School leaders have a broadly accurate understanding of the strengths and weaknesses of the school. This, together with some improvements since the previous inspection, show that the school has satisfactory capacity to improve.

Up to 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.

What does the school need to do to improve further?

- Raise pupils' attainment and achievement in English and mathematics across the school by:
 - raising teachers' expectations of what pupils could achieve by setting more ambitious targets for them in all classes
 - using assessment information to plan lessons that are better matched to pupils' needs, particularly those who are more able
 - providing more guidance to pupils about how they can improve their work and by giving them time to respond to teachers' comments.
- Improve the quality of teaching so that 80% is good or better by July 2012 by:
 - increasing the pace and challenge in lessons and by reducing the time that pupils spend listening to the teacher
 - asking pupils more open-ended questions to provide them with more opportunities to extend their knowledge and develop their understanding
 - ensuring that skills and knowledge in the curriculum for English and mathematics build on each other systematically and progressively.
- Improve the quality of leadership and management at all levels by:
 - developing school improvement plans which have a sharper focus on raising standards in English and mathematics, with more challenging targets for improvement
 - implementing more rigorous systems to monitor, review and evaluate the work of the school
 - developing the role of the governing body so that they take a more proactive role in challenging the school and holding it to account.

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Outcomes for individuals and groups of pupils

3

Pupils start school with skills that are broadly expected for their age. They make satisfactory progress as they move up through the school. Progress accelerates in Years 5 and 6 because this is where the better teaching is found. Pupils who have special educational needs and/or disabilities make satisfactory and sometimes better progress because they receive additional support for reading and writing from skilled teaching assistants. Pupils enjoy their lessons, particularly where teaching is brisk and challenging. This was seen in one lesson, for example, where pupils had to use their skills of inference and analysis to find the solution to a complicated mathematical problem. However, in other lessons, the activities pupils are expected to do are sometimes too easy and this slows their progress.

Pupils are polite and friendly and they get on well together. Inspectors confirmed their view that there is very little bullying, and that adults will always take their concerns seriously. They have a good understanding of right and wrong and they behave well at all times, even in the less effective lessons. Pupils make a good contribution to the school and the wider community. They take on responsibilities such as acting as librarians and helping younger pupils in the playground. They regularly hold fund-raising activities to support good causes such as the local children’s hospice. Within the village, the school’s close links with the church enable pupils to become involved with their local community through events such as the harvest festival. Pupils are adequately prepared for their future lives. Their attainment in English and mathematics is broadly average, although there are too few opportunities in lessons for them to work independently or to show initiative. They are able to reflect on moral issues thoughtfully.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	3
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	3
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	3

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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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In some lessons, the pace was brisk and effective questioning by teachers engaged pupils' interest. Most teachers use information and communication technology effectively to introduce their lessons. In one lesson, for example, pupils were presented with a piece of writing displayed on the interactive whiteboard and were asked to comment on the vocabulary and to discuss why some words were more effective or powerful than others. The teacher's careful questioning challenged pupils effectively and allowed them to suggest alternatives and to justify their responses. However, in some lessons, the pace is too slow because pupils spend too much time on the carpet listening to the teacher. Teachers do not always ask pupils enough questions that allow them to explore their ideas or develop their understanding and there are only limited opportunities for pupils to undertake independent research. Teachers mark pupils' work regularly but many of the comments they make do not provide pupils with enough information about their next steps in learning.

The curriculum includes a variety of visits and activities to add to pupils' interest and enjoyment. Pupils in Years 5 and 6 have the opportunity to take part in a residential visit to a farm in Devon and a sailing centre in Chichester. Pupils learn French and they have the opportunity to learn to play a musical instrument. Whilst there is a strong focus on English and mathematics, planning for these subjects does not show how pupils are to develop their skills sequentially and this slows their progress. Learning is enriched with a wide range of extra-curricular activities including skipping, netball and football, which are well supported.

The school has worked closely and successfully with parents and carers and external agencies to improve attendance. Teachers know their pupils well and adults make a good contribution to their well-being. Pupils who have special educational needs and/or disabilities are well supported through additional programmes to help them to catch up with reading and writing. The school can point to some good examples of where they have reached out to some parts of the community to help parents and carers to support their child. One wrote, 'I could not have asked for a better start to my children's education with such a caring team of teachers.' The school site is safe and the environment indoors and outside is bright, attractive and welcoming. The school has established good links with neighbouring schools, and arrangements to support pupils as they move to the next stage of their education are good.

These are the grades for the quality of provision

The quality of teaching	3
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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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders understand the strengths and weaknesses of the school and what more needs to be done to bring about further improvement. Although they have put actions into place to improve provision for pupils, changes to the teaching team have prevented these from being fully embedded. Initiatives to improve the quality of teaching have had some success, with the introduction of new systems to record and track pupils’ progress. However, these are not yet being used consistently. The school improvement plan has been created in consultation with staff and members of the governing body. Actions for development are appropriate but plans to improve English and mathematics lack specific targets and precision to bring about the required improvements. The governing body knows the school well but it does not always provide enough challenge to school leaders. This is because procedures to monitor and evaluate the work of the school are not systematic enough.

Procedures are in place to ensure pupils are safe at all times. All staff receive up-to-date training from the child protection officer and all visitors to school are thoroughly checked. School leaders make good use of external partnerships to help them to meet the needs of pupils who need additional support with their lessons. Although equality of opportunity is central to the school’s ethos, the variable progress made by pupils means that this is satisfactory rather than good. The school promotes community cohesion adequately but there are not enough opportunities for pupils to enhance their understanding of the faiths, beliefs and lives of others in more diverse parts of the United Kingdom and the wider world.

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

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The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Staff have created a bright and attractive environment in which children can play and learn safely indoors and outside. There is a balance of activities that are led by adults and those that children can select for themselves. For example, some children were hunting for ‘underground creatures’ in the water tray while others were developing their physical skills by riding bicycles around the road markings. Children get on well together and have developed good personal and social skills. They work and play together happily and they are happy to share and to take turns. Parents and carers are provided with information about how they can help their child at home and this has strengthened the quality of these relationships.

Although staff observe and record children’s achievements, they do not use this information to identify or to plan next steps. Consequently, not all children do as well as they could. Although planning is thorough and covers all requirements, it is not adjusted to take into account the different learning needs of children. Staff work well together and all adults are involved in recording children’s achievements through observation and photographs. The leader ensures that all requirements relating to children’s welfare are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The rate of response from parents and carers was higher than average. They were overwhelmingly positive about most aspects of the school. They agreed that their children enjoy school and that the school keeps their children safe. Most also agreed that the school helps their children to have a healthy lifestyle and that they are well prepared for their future. Parents and carers also agreed that teaching is good and that the school was well led and managed.

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A very small minority felt that their child was not making enough progress and that they were not well informed about their child's progress. Although a few felt that the school did not meet their child's particular needs, almost all parents and carers agreed that they were happy with their child's overall experience.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Lawrence Cof E (Aided) 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	58	58	39	3	2	1	1
The school keeps my child safe	100	68	46	31	1	1	0	0
The school informs me about my child’s progress	60	41	74	50	6	4	1	1
My child is making enough progress at this school	69	47	69	47	4	3	0	0
The teaching is good at this school	79	54	60	41	1	1	0	0
The school helps me to support my child’s learning	73	50	67	46	5	3	0	0
The school helps my child to have a healthy lifestyle	84	57	61	78	1	1	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)	79	54	57	39	2	1	0	0
The school meets my child’s particular needs	71	48	65	44	6	4	0	0
The school deals effectively with unacceptable behaviour	61	41	78	53	4	3	0	0
The school takes account of my suggestions and concerns	63	43	75	51	3	2	0	0
The school is led and managed effectively	101	69	44	30	1	1	0	0
Overall, I am happy with my child’s experience at this school	99	67	47	32	1	1	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 October 2011

Dear Pupils

Inspection of St Lawrence Church of England Primary School, Chobham, GU24 8AB

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and listening to what you had to say about your school.

We found that your school provides you with a satisfactory standard of education. Your teachers and adults care very much for you. The school is bright and attractive and the outdoor area is well equipped with plenty of activities for you to do at break times. You told us that you feel safe in school and that most pupils are friendly and behave well. Some of you told us that you find some lessons too easy. We found that some of you could be doing much better in English and mathematics and this is what we have asked your school leaders to do to improve your school.

- Use assessment information to plan lessons that are better matched to your learning needs and to give you more guidance about what you need to learn next.
- Set more challenging targets so that more of you reach higher levels in English and mathematics in all classes.
- Develop more systematic ways to check how well your school is doing to improve your learning and to plan how to improve your progress in English and mathematics more effectively.

You can help your teachers to make your school even better by asking them for harder work and by asking them how you can make your work better and what you need to learn next. I am sure you will do all you can to help your school leaders to make your school even better and I wish you all the very best in the future.

Yours sincerely

Joy Considine
Lead inspector

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