

Chorley, the Parish of St Laurence Church of England Primary School

Highfield Road South, Chorley, Lancashire, PR7 1RB

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good and sometimes outstanding progress. Achievement has improved significantly since the last inspection. Pupils continue to do well during the present school year.
- Teaching is good, with some outstanding practice. The action by leaders has resulted in on-going improvements in teaching in most classes.
- Pupils with special educational needs and pupils known to be eligible for pupil-premium funding make good progress and are all supported extremely well.
- Behaviour and safety are good because pupils are respectful towards each other. Attendance is above average and there is a rising trend.
- The headteacher provides strong leadership ably supported by an effective deputy. The leadership and the management at all levels are good as they are committed to raising the quality of teaching and the standards across the school.
- The teaching of mathematics is a particular strength of the school. The provision and outcomes have improved considerably since the last inspection.
- The teaching of the letters and the sounds they make (phonics) is impressive. The teaching of reading is effective as pupils attain highly at the end of each key stage.

It is not yet an outstanding school because

- The quality of the teaching of writing is good but could be even better. There has been improvement since the last inspection but this area is not yet outstanding across the curriculum.
- The leaders at all levels need to make plans for future improvement even more effective and to show more impact on raising achievement.

Information about this inspection

- The inspectors observed 12 lessons. They also made a number of short visits to lessons and listened to pupils read in Years 1, 2, 4 and 6. Observations were made of the teaching of letters and sounds they make (phonics) in Reception class and in Year 1.
- Separate meetings were held with members of the governing body, staff, groups of pupils and a representative from the local authority.
- Inspectors reviewed information from 48 responses to the online parent questionnaire (Parent View).
- They took account of the views of staff from 48 questionnaires that they completed.
- The inspectors observed the school's work and looked at a wide range of documentation including national assessment data, school assessments, the school self-evaluation, local authority reports, curriculum information, pupils' work and safeguarding documents.

Inspection team

Jean Tarry, Lead inspector

Additional Inspector

Adrian Francis

Additional Inspector

Full report

Information about this school

- The school is similar in size to most other primary schools and serves a residential area near the town centre. The majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for pupil-premium funding is well below average.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' achievement and progress.

What does the school need to do to improve further?

- Improve teaching so that pupils make better progress in writing by:
 - ensuring the teachers' marking is clear so that pupils respond and then understand the next steps to improve their work
 - ensuring that tasks meet the needs of all learners across the curriculum
 - ensuring that expectations of handwriting and presentation are improved.
- Improve the effectiveness of leadership and management at all levels to raise achievement by ensuring that whole-school plans for improvement are timely, measureable in terms of raising achievement and focused on the most important priorities.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement is good. Attainment is above the national average and for some pupils well above. Progress is good across the school in all key stages.
- Children's skills are generally in-line with expectations for their age when they enter the Early Years Foundation Stage. Good teaching and a lively curriculum help them to make good progress and become enthusiastic and independent learners. Those who have special educational needs and those who are eligible for pupil premium funding make a good start because of the effective support they are given.
- As they move up through the school, pupils make good progress. Progress rates are now more consistent than they were at the time of the school's previous inspection. This is partly as a result of improved attainment and progress in mathematics in Key Stage 2.
- The proportion of pupils in Key Stage 1 achieving the nationally expected levels in reading, writing and mathematics was above average in 2012. Standards in reading and mathematics were better than in writing. The proportion of pupils achieving the higher levels in writing has increased since 2011, but the proportion exceeding expectations did not improve as strongly. Attainment at the end of Key Stage 2 has been much higher than the national average for some time in English and mathematics. In 2012, however, attainment in writing was not as high as reading and mathematics although still above average.
- School data shows that pupils in Year 6 in 2012 made good progress from their starting points. Some groups of pupils make outstanding progress. The school has strengthened its procedures for checking on progress since the last inspection. Pupils in the current Year 6 have made excellent progress from their starting points in English and mathematics.
- The progress made by pupils with special educational needs and by pupils entitled to pupil premium funding compares favourably with the national picture for all pupils in Year 6 in 2012. The achievement of pupils in these groups is good.
- In the current year, evidence from the school's data, from lessons and from the work in pupils' books all show that achievement is at least good across the school. Pupils are on track to reach above average standards by the end of the year.
- The school is well-placed to sustain and build on the improvements in achievement since the last inspection. More needs to be done, however, to increase progress and attainment in writing across the school.
- The effective teaching of letters and the sounds they make (phonics) is giving pupils the skills they need to approach reading tasks with confidence. Attainment in reading is above average in Key Stage 1 and pupils read with enjoyment. Guided reading sessions for all year groups ensure that all pupils are supported well in continuously developing their reading skills. The older pupils read widely and attainment in reading is above average by the time pupils leave at the end of Year 6.

The quality of teaching

is good

- The quality of teaching is generally good. In some lessons it is outstanding and this is resulting in improvement in pupils' achievement over time. However, the highest quality is not yet fully effective in improving pupils' skills in some aspects. The teaching could have more impact on writing, especially in other subjects.
- Good teaching is helping pupils to learn and progress well. The class teachers' subject knowledge is strong and they deliver well planned and enjoyable lessons. The teachers are good at sorting out pupils' misconceptions particularly in mathematics.
- The marking for the writing tasks does not consistently give pupils clear guidance about how to improve their work. The pupils do not consistently respond to the marking to make a difference to their own work. The work that pupils are given is not hard enough, particularly in writing tasks

in other subjects. The teachers' expectation of the pupils is not high enough in the handwriting and presentation of pupil's work.

- Where teaching is outstanding, teachers often question pupils very skilfully to help them extend their thinking and to really find out how much they have understood. This was the case in a mathematics lesson in Year 6, where, as a result, pupils were totally absorbed in creating their mathematical tasks with units of measurement, to challenge their partner. Pupils made excellent progress towards their objective.
- Teaching assistants are a crucial part of the teaching team. They are skilled and know the pupils well. They manage the groups they lead sensitively, have excellent relationships and provide well-focused teaching support that enables the good progress of pupils in their care.

The behaviour and safety of pupils are good

- The pupils' behaviour and attitudes to learning are good. They feel secure in school as they say there are always adults around to help them if they have an issue.
- The parents' questionnaire responses show that they have confidence in the care and safety the school provides for their children. The staff questionnaire responses and pupil interviews show that they have confidence in the school and the leaders.
- Pupils have a good understanding of the different types of bullying, including cyber-bullying and how to deal with it. They say that racism and bullying is dealt with effectively in their school. Behaviour in lessons and around school is good and has been over time.
- Pupils take responsibility and help to make the school a happy, warm, caring environment. They feel that adults listen to their ideas; they can point to improvements made as a result of the school council suggestions, such as the charity shoebox appeal, fair trade work and helping to raise funds for the twinning project.
- The older pupils help the younger ones in the dining room, with their reading in class and on the playground organising games.
- The pupils helped to draw up the school's simple behaviour code, 'It's good to be green'. They say the school rules are fair and that everyone is treated with respect. Attendance is above average and there is a rising trend. The school has good systems in place to ensure good attendance and pupils are punctual.

The leadership and management are good

- The headteacher provides effective leadership and has high aspirations for the school. She has the support of an effective deputy and together they regularly check the quality of the teaching and its impact on pupil progress. Staff are regularly appraised to evaluate their performance. This leads to providing relevant training designed to improve their professional ability and to raise pupils' achievement. An extensive programme of staff training and development successfully supports good leadership of teaching.
- The school has effective systems for checking on how it is performing. These identify where it can get better. The quality of planning for improvement, however, lacks a sharp focus as its targets are not focused sharply enough on raising achievement.
- Meetings to review the progress of each pupil take place every term. This gives to staff a clear picture of how well each pupil is doing and helps identify those who need further support.
- The school offers a curriculum that meets the needs and interests of the pupils. Pupils say the lessons are relevant and that teachers make them really interesting. After-school activities are arranged and visits arranged to fit with curricular themes. During the inspection, Year 6 were learning all about life during the Second World War and this supported their drama performance really well as they developed empathy with the characters.
- Spiritual, moral, social and cultural awareness is a real strength of the school. The curriculum reinforces positive attitudes towards learning and the development of skills to support them,

including reflectiveness, resilience and reasoning.

- Equal opportunity is promoted consistently across the school. It constantly strives to ensure all pupils achieve as well as they can. The school works well with outside agencies to make a real difference to pupils who may be at risk.
- The local authority provides effective support for this good school by, for example, helping with reviews of the teaching and learning across the school.

■ **The governance of the school:**

- The governing body challenges and supports the school and holds it to account for standards and achievement. Governors use assessment data to compare the school to that of others. They understand where the school's priorities lie and what actions are needed to maintain the school's good progress. Governors effectively contribute to managing staff by using the outcomes of reviews of the performance of staff to improve teaching leadership, management and tackle any underperformance. Pay is closely linked to pupils' progress and to the outcomes of staffing reviews. Statutory duties are fulfilled by the governing body and include efficient financial management. The use of the pupil premium, for example, is planned with care to get best value, and its impact on achievement of these pupils is checked. Safeguarding requirements are fully met and policies and procedures are regularly reviewed. Governors ensure that equal opportunities are achieved and discrimination is not tolerated in school.

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

Unique reference number	119465
Local authority	Lancashire
Inspection number	401845

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	204
Appropriate authority	The governing body
Chair	Karen Pemberton
Headteacher	Yvonne Taylor
Date of previous school inspection	22 September 2009
Telephone number	01257 262940
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