

St Lawrence C of E (Aided) Primary School

Bagshot Road, Chobham, Surrey, GU24 8AB

Inspection dates 4–5 February 2014

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.

- St Lawrence CE Primary is a safe and happy place. Pupils enjoy coming to school. They feel well cared for and valued.
- Children get a good start in Reception and achieve well. The inside and outside areas are attractive, stimulating and well organised, and teaching is good.
- The progress pupils make in English and mathematics is improving. By the end of Key Stage 2, they reach standards equal to the national averages in reading and mathematics.
- Most teaching is good and some is outstanding. Teachers provide interesting activities that build on pupils' earlier learning and engage pupils well.
- Teachers manage pupils' behaviour skilfully. They mark work well, so pupils get a good idea of what they need to do to improve.
- The recently appointed headteacher is clearly driving the improvement in pupils' achievement and the quality of teaching. Senior leaders are good professional coaches and role models for other staff.
- Well-informed governors give good support to the school whilst ensuring the new initiatives are effective.

It is not yet an outstanding school because

- Pupils do not achieve as well in writing as they do in reading and mathematics.
- Not enough teaching is yet outstanding. Teachers sometimes provide work that the most-able pupils find too easy.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, including eight which were observed jointly with senior school leaders. They also looked at pupils’ written work in English, mathematics and other subjects.
- Meetings were held with the Vice-Chair and five other members of the governing body, the headteacher and other school leaders, and with a representative of the local authority.
- Inspectors spoke formally to two groups of pupils, and informally with other pupils in lessons and around the school. An inspector listened to pupils reading and talked to them about their reading habits.
- Several of the school’s documents were examined. These included: the school’s own evaluation of its performance and its development plan; information about pupils’ progress and the support given to pupils with English as an additional language, disabled pupils and those who have special educational needs; evidence of the quality of teaching; and records about behaviour, safeguarding and attendance.
- Inspectors took account of 55 responses to the online questionnaire (Parent View) and the views expressed by parents as they arrived to drop off or pick up their children. They analysed 14 questionnaires returned by staff.

Inspection team

Jim McVeigh, Lead inspector

Additional Inspector

Christine Bennett

Additional Inspector

Full report

Information about this school

- St Lawrence C of E (Aided) Primary School is smaller than the average-sized primary school. There is one class in each year group from Reception to Year 6.
- The large majority of pupils come from a White British background and the remainder from a range of different ethnic backgrounds. Fewer pupils than average speak English as an additional language. A few pupils are from Traveller families.
- The proportion of pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals, in local authority care or from a family with a parent in the armed forces) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- 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?

- Improve pupils' achievement in writing by encouraging pupils to practise writing longer pieces for different subjects and for different purposes.
- Make more teaching outstanding by ensuring that work provided for the most-able pupils stretches them fully.

Inspection judgements

The achievement of pupils is good

- Children start school in Reception with lower levels of development than expected for their age, particularly in the areas of literacy, mathematics, self-confidence, and communication and language. Adults are well trained and caring, and quickly establish very positive relationships with their charges. Children quickly settle in and learn how to get along happily with each other. Adults focus on the early acquisition of language and numeracy skills, as well as developing children's confidence and social skills. The day is well organised so that children make good progress in all areas.
- Pupils continue to make good progress in Key Stage 1 reaching standards around the national average in reading and mathematics. Standards in writing are slightly lower, reflecting pupils' weakness in speaking and language when children started school. Phonic skills (the sounds letters make) are taught well. Pupils develop good strategies for reading and pronouncing unknown words. However, in the recent phonics screening checks, pupils did not perform quite as well as the national average, although the very few who speak English as an additional language did extremely well.
- In Key Stage 2, pupils continue to make good progress and their attainment is rising, particularly in writing. In 2013, they reached standards in line with the national averages in reading and mathematics. The school's own performance data indicate that pupils currently in Year 6 are on track to reach higher standards, and attainment in writing is set to at least match the national average. Pupils are developing their basic writing skills well, but do not apply those skills routinely in extended writing practice in different styles and in different subjects.
- Pupils learn to read well. They enjoy reading and do so regularly, at home and at school. Parents are effectively supported to help children at home, for example through workshops. Pupils read to adults, both at school and at home, and this contributes to the good progress they make.
- The school is effective in helping pupils eligible for the pupil premium to close the attainment gap, through one-to-one and small group work. The gap is closing, but more slowly in mathematics than in English. In 2013, the attainment gap between the small number of eligible pupils in Year 6 and other pupils had closed in reading and writing but was around two terms' difference in mathematics.
- The school ensures that disabled pupils and those who have special educational needs are identified accurately and given well focused extra help. Their progress is followed closely to make sure they make similar headway to their classmates.
- The school engages well with Traveller families and gives effective support to pupils with Traveller backgrounds so that they make good progress, particularly in reading.
- The most-able pupils make good progress and reach similar standards to the national average, except in writing. Sometimes the work they do is too easy. The very small group of pupils who speak English as an additional language receive effective support and make very good progress. These pupils generally reach higher standards in reading, writing and mathematics than their classmates.

The quality of teaching is good

- The quality of teaching is improving. Teachers check pupils' progress regularly and, in conjunction with senior leaders, devise teaching approaches and suitable targets for the improvement in performance of each child. For example, small group teaching sessions boost pupils' performance in reading.
- Teachers have high expectations for how pupils should behave and how much work they should do. They model what they expect pupils to be able to do clearly, often referring to precise criteria so that pupils know what to do. For example, in a Year 3 physical education lesson, adults demonstrated accurately how to use a push pass in basketball and checked that each pair

of pupils followed the steps correctly.

- Classrooms are good places for learning. Helpful advice and records of earlier work are displayed around each room that support learning well. Year 1 pupils were able to point to places around their classroom, such as the 'science research station' and the display of penguin pictures, and explain what they had learned about the Antarctic.
- Pupils develop their confidence well. They regularly share their ideas with the whole class and during 'partner talk'. They listen carefully to one another. Teachers often question pupils skilfully, giving pupils time for reflection. Lively class discussions enable pupils to learn from one another, for example by offering the chance to 'phone a friend'. Adults in the Reception class are particularly adept at questioning children to stimulate their imagination and extend their learning further.
- All teachers follow the school's marking policy and mark pupils' written work regularly. Pupils understand the colour coded marking and respond enthusiastically to the advice about how to improve their work. Pupils are aware of how well they are doing and the 'next steps' they need to take to reach their targets.
- Teachers have established good relationships with their pupils. They manage pupils' behaviour effectively, making good use of appropriate praise so that little time is lost correcting misbehaviour.
- When planning, teachers take account of pupils' previous achievements to provide suitable activities that interest and engage pupils and build on earlier learning well. For example, in a Year 6 mathematics lesson, excellent use was made of assessment results to provide well targeted activities for pupils of different abilities so that all made outstanding progress. However, sometimes the activities planned for the most-able pupils are not hard enough for them.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils know the rules. They were involved in developing them and the associated sanctions and rewards. They know that their behaviour affects their learning and they are keen to do well. They enjoy coming to school and like their teachers.
- Pupils say that lessons are interesting and fun. Teachers explain things clearly and readily help them if they get stuck. In lessons, pupils are usually attentive and stick to tasks they have been given. Occasionally pupils are fidgety if the work is too easy.
- Pupils are polite and courteous around the school and think about others when playing. They talk proudly of the work they have done and the recognition they have received, for example during assemblies. Their written work is well presented.
- Pupils are eager to take on the additional responsibilities available, for example young leader, class monitor or school council representative.
- Pupils understand what bullying is and the different forms it can take. They say that bullying is rare and quickly resolved by their teachers. The school's records show very few incidents of misbehaviour, including bullying. The staff, governors, pupils and parents spoken to said that behaviour is good.
- The school's work to keep pupils safe and secure is good. The school keeps pupils safe and promotes healthy lifestyles well. The site is secure. Pupils feel safe and say their teachers look after them. Teachers and other adults are trained in following child protection guidelines. Health and safety risks of school activities are regularly assessed, for example when going on trips.
- Pupils know how to stay healthy and the importance of regular exercise and a balanced diet. Lessons and visits from the police have provided them with well-remembered guidance on how to stay safe, for example when riding a bike, crossing the road or when using the internet.
- Attendance is followed closely and is above average. The school engages well with parents to promote regularly attendance. It has been notably effective with the local Traveller community. The attendance of Traveller children in the autumn term was higher than others in school. Punctuality is good.

The leadership and management are good

- Since the headteacher took up her post last year, there has been continual improvement across the school. For example, the quality of teaching is checked thoroughly and teachers now use information about pupils' progress more effectively to plan their lessons and to check regularly how well pupils in their class are doing. Senior leaders act as professional coaches for other teachers. As a result, teaching has improved.
- Since the last inspection, there has also been good improvement in the way the school monitors and evaluates its own performance. The quality of its development plan is better, with a clear focus on raising standards in English and mathematics. Also, provision for disabled pupils and those who have special educational needs has improved.
- Teachers are given set annual targets, including a focus on pupils' progress, and they are well supported to meet them. External training, visits to outstanding schools and regular whole-staff sessions to share the best teaching practice are all used to effectively promote better teaching. Subject leaders are given opportunities to develop their leadership skills by driving school initiatives and working alongside senior leaders. Teachers new to the profession are also closely mentored.
- The school has an effective system to assess and record pupils' progress regularly. Well focused extra support is given to any who show signs of not reaching the targets set for them, so that all have an equal chance to succeed and there is no discrimination.
- The Early Years Foundation Stage is well led and managed. Children's progress is followed closely and assessed accurately. Bright displays, good resources and well-planned, imaginative activities, both inside and outside, ensure children achieve well.
- The curriculum has been modified to make learning more purposeful and appeal more to both boys and girls. The strong focus on learning to speak and listen as soon as possible has improved pupils' progress in English. Visitors to the school and exciting trips enrich pupils' experiences further. The primary sports funding is being well used to develop teachers' expertise in a range of sports, such as basketball and dance, and to raise the level of pupils' participation in physical activity.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils regularly take part in fundraising events for charity and learn about the other faiths and cultures, for example through a visiting group of Bhangra dancers during Diwali. There are strong links with the local parish church, including services at the start and end of terms and regular assemblies led by the parish vicar.
- **The governance of the school:**
 - The governing body is regularly involved in all areas of the school's work. Governors are well informed about the school's performance through the headteacher's reports and regular well-planned visits to lessons, meeting subject leaders and talking to pupils. Governors have a wealth of relevant professional skills and are appropriately trained to understand school performance data. Governors strongly support the improvements made, but they always question senior leaders to ensure plans to improve pupils' progress are effective.
 - Governors, with advice from the local authority, set challenging targets for the headteacher. They monitor the performance of other teachers and ensure their financial rewards are warranted. They make sure money, including pupil premium funding, is spent wisely to support pupils' good progress, and ensure that safeguarding arrangements fully meet national requirements.

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	125168
Local authority	Surrey
Inspection number	426512
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	Richard Smithson
Headteacher	Deborah Cottrell
Date of previous school inspection	12–13 October 2011
Telephone number	01276 858336
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