

St Leonard's CofE Primary School

Innage Lane, Bridgnorth, WV16 4HL

Inspection dates

4–5 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, leaders have brought about improvements in the teaching of reading and higher standards in reading, writing and mathematics at the end of Key Stage 2.
- Leaders, including governors, have an accurate view of the school's strengths and areas for development as they make regular checks on the quality of teaching and pupils' progress.
- Pupils behave well and are keen to learn. They are polite, respectful and readily take on additional responsibilities with maturity and confidence. Pupils feel safe at school and know how to keep themselves safe.
- Pupils' spiritual, moral, social and cultural development is promoted effectively and this enhances the school's caring atmosphere.
- Good teaching enables all groups of pupils, including disadvantaged pupils and those who have special educational needs, to achieve well.
- Early reading skills are taught most successfully. Pupils reach above-average levels in the Year 1 reading check, and go on to become confident readers who often read for pleasure.
- Children make good progress in the early years. Teaching and leadership are good, and children settle quickly because they are nurtured well.
- Governors are highly committed to seeing the school improve further. They provide a good balance of challenge and support to senior leaders in order to make sure that teaching and achievement are consistently good.

It is not yet an outstanding school because

- Leaders do not make full use of information about pupils' progress to pinpoint precisely where further improvements are needed in teaching.
- Leaders' plans for improving the school are not sufficiently detailed to measure success as the year progresses.
- Teachers do not always fully challenge the most able pupils, and sometimes accept work that does not reflect enough effort.
- Marking is not always effective in helping pupils to improve their work. Pupils are not routinely expected to respond to the guidance that is provided.

Information about this inspection

- Inspectors observed teaching in all classes. They saw parts of 23 lessons, three of which were jointly observed with the headteacher.
- Discussions were held with groups of pupils, members of the leadership team, the headteacher, and members of the governing body. Inspectors also spoke to a representative from the local authority.
- Inspectors took account of the 31 responses to the online questionnaire, Parent View. They also spoke informally to parents as they brought their children to school and considered letters from parents who wanted to share their comments.
- Responses to the inspection questionnaire were received from 32 staff and these views were taken into account by inspectors.
- The inspectors listened to pupils read, talked to them about their learning and reviewed the work in their books.
- The inspectors reviewed a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector	Additional Inspector
Kevin McHenry	Additional Inspector
Hazel Pulley	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The early years provision comprises a Nursery, a Reception class, and a mixed Reception and Year 1 class. Children attend the nursery on a part-time basis, either in the morning or the afternoon, but are full-time in the other classes.
- Year groups vary considerably in size so some pupils are taught in mixed-age classes.
- Most pupils are White British and almost all speak English as their first language.
- Approximately one pupil in 14 is supported through school action. This is similar to the national average. Approximately one in six is supported at school action plus or with a statement of special educational needs. This is above average. At present, no pupils have education, health and care plans.
- The pupil premium provides support for almost a quarter of the pupils in the school. This is similar to the national average. The pupil premium is additional funding provided for disadvantaged pupils who are known to be eligible for free school meals or looked after by the local authority.
- Before- and after-school care operates on the school site, but this is managed privately and inspected separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Raise the quality of teaching and thereby accelerate pupils' progress by making sure that:
 - pupils move on to more challenging work when they show they are ready, especially the most able pupils in mathematics
 - teachers set high expectations and only accept pupils' best efforts
 - pupils receive consistently helpful guidance about how to improve their work, and act on the advice given.
- Increase the effectiveness of leadership and management by:
 - drawing on all sources of evidence to evaluate the quality of teaching in order to pinpoint precisely where further improvements can be made
 - refining the school improvement plan by setting clear and measureable criteria which are reviewed regularly, so that leaders and governors can determine the success of actions taken.

Inspection judgements

The leadership and management are good

- The headteacher, ably supported by her leadership team and governing body, has successfully created a united staff team who are very committed to improving their practice. Effective leadership has led to improvements in pupils' achievement at the end of Year 6 since the previous inspection and there is good capacity to improve further. Good teaching and behaviour have been maintained and built on.
- Senior leaders know their school well, and draw on this knowledge to generate tightly focused action plans to drive improvements forward. Governors are involved and have recently overhauled the format of these documents to make them more precise. Leaders acknowledge that they do not review the priorities set sufficiently frequently against clear criteria to judge if actions taken are being successful.
- All leaders carry out regular checks on the quality of teaching and analyse information about pupils' progress. This provides an accurate overview on the quality of teaching, but sometimes too much emphasis is placed on single lessons observed and not enough on information from pupils' books and their progress rates. This can lead to overgenerous judgements.
- Annual targets are set for teaching staff. These are linked to whole-school priorities, the national *Teachers' Standards* and staff pay. Only those who demonstrate that pupils make at least good progress receive pay awards. Training is provided where needed to make sure that teachers meet the targets set.
- The school has adjusted and reviewed its planning in order to deliver the new curriculum. It is working in collaboration with other local schools to implement an assessment system in order to track and measure pupils' progress in different subjects. Good links continue to be made between subjects to develop literacy and numeracy skills. After-school clubs, visits and visitors also contribute to pupils' enjoyment of school and provide them with memorable experiences.
- The school gives good attention to pupils' spiritual, moral, social and cultural development. Through topic work, religious education lessons and assemblies, pupils are taught to appreciate and respect those from different backgrounds and with different beliefs. As a result, pupils are well prepared for life in modern Britain. Discrimination of any kind is not tolerated and records checked show that there have been no reported racial incidents in the last few years.
- The pupil premium has been used effectively to support disadvantaged pupils. Additional staff are employed to help pupils with their literacy and numeracy skills and as a result, these pupils achieve well and keep up with their classmates. Additional help and booster lessons are also provided for the most able pupils and those who have special educational needs. This demonstrates leaders' commitment to providing equality of opportunity for all.
- The sports premium has also been used well to offer a wider range of clubs and fund the school's membership of a local sports association. As a result, more pupils attend after-school clubs and participate in sports competitions. The school has achieved a silver 'kite mark' for physical education as a result of its efforts to promote pupils' physical development and well-being.
- The school has very positive relationships with parents, who are actively encouraged to support their children at home with homework. Pupils in Years 4 and 5 produced some outstanding models of castles and other buildings as part of their half-term homework project. This task extended pupils' learning and interest in their current topic and many were keen to share their experiences and results with inspectors.
- The local authority has an accurate view of the school, and rightly has full confidence in its leadership. Its valuable advice and support have helped to secure further improvements to teaching and leadership.
- **The governance of the school:**
 - Governors use their broad range of skills to good effect to support the school. Some visit specific subject areas to give them an accurate view of the quality of teaching. Others volunteer to help with

clubs such as the Eco Club and gain valuable first-hand knowledge from working with and talking to pupils about school life.

- Governors use regular reports from senior staff and published data on pupils' attainment and progress to maintain a good knowledge and understanding of how well the staff and pupils are performing. They know how the pupil premium and sports funding are used, and the impact on the learning of eligible pupils.
- Appointed governors set targets for the headteacher and are aware of how teachers' performance is managed. They check that staff pay increases are only awarded where there is evidence that pupils are making good progress.
- Governors attend regular training and fulfil their statutory duties well. As a result, current safeguarding arrangements are effective and meet national requirements.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. They have positive attitudes to learning and are keen to do well. They work enthusiastically in lessons and this contributes to their good progress. Good levels of respect are shown to adults and other pupils.
- Disabled pupils and those who have special educational needs show good levels of determination in tasks set. Support is always on hand to help them if they get stuck. Very high levels of concentration are also evident in the early years, where children become absorbed in the variety of activities on offer.
- Pupils, parents and staff who expressed their views agree that pupils behave well in lessons and around school. Pupils are well-mannered and extremely polite to visitors. Pupils know what sanctions and rewards are in place and know the difference between right and wrong. This helps maintain the calm and orderly learning atmosphere. Occasionally, their concentration wanders when teaching does not capture their imagination or challenge them to think hard.
- Pupils readily take on and enjoy additional responsibilities, for example as members of the school council or eco-committee. Pupils in Year 6 also help supervise the younger children at playtime and lunchtime.

Safety

- The school's work to keep pupils safe and secure is good. Checks are carried out on all adults to make sure they can work with children. Robust systems and policies are in place to keep children safe. Staff are trained to make sure they are very clear about their responsibilities in keeping pupils safe. Most parents agree that the school does all it can to protect pupils from harm.
- Pupils feel safe and know how to keep themselves safe. For example, as a result of recent staff training and raised awareness of the dangers of using the internet, pupils have an excellent understanding of computer safety and know that they should not disclose personal information.
- Pupils have a good knowledge about different types of bullying, including cyber bullying. Those spoken to said bullying is rare but they are confident that if they report incidents, they are dealt with quickly by adults. Records checked show that the very few serious incidents of any type are dealt with swiftly and effectively.
- Attendance is average but has improved since last year. This is as a result of actions taken by leaders to refuse requests for holidays in term time and to follow up incidents of persistent absence. The education welfare officer works in close collaboration with the school.

The quality of teaching

is good

- Consistently good teaching across the school has led to higher levels of attainment at the end of Year 6. Teachers use the school's good information about pupils' progress to set tasks at the right level of difficulty for different groups of pupils. This results in all groups making good progress and achieving well

over time.

- Teachers have good subject knowledge and plan lessons which build on pupils' previous knowledge and skills. They develop positive relationships with pupils. This has a beneficial impact on pupils' motivation and learning.
- Teachers make good use of different areas and spaces around the school, including the outdoors. For example, during a visit to their 'Forest School' area, children learnt about protecting animal environments. Pupils were highly enthusiastic and learnt rapidly. The teacher also skilfully used the opportunity to reinforce how to stay safe outdoors.
- Effective and well managed support ensures that pupils who are disadvantaged or have special educational needs are fully included in school life and achieve well. Teaching assistants and additional teaching staff, including those from external agencies, work with individuals or small groups of pupils both inside and outside lessons. The most able pupils are also catered for through additional booster sessions, particularly in Year 6. However, work in some lessons does not always challenge their thinking and as a result, not enough pupils reach the higher levels, especially in mathematics.
- Teaching is good across a range of subjects and teachers use technology well to interest and engage pupils during lessons. For example, in a Year 1 lesson, an extract of a spectacular firework display in London was used to capture pupils' imagination so that they could write exciting descriptions of what fireworks look and sound like. The teacher's high expectations of behaviour and some carefully prepared resources led to high levels of concentration and high-quality writing.
- In the main, teachers plan their lessons well to cater for pupils of different capabilities. However, on occasion, teachers accept work from some pupils which is not of a high enough quality or well presented.
- Marking is carried out regularly but does not always lead to prompt improvements. This is because pupils are sometimes not sure how to improve their work further, and teachers' checks are not always thorough enough to make sure pupils respond to and learn from the advice given.

The achievement of pupils is good

- Reading is taught very effectively from the outset and as a result, pupils across the school make good progress. The proportion of pupils reaching the levels required in the Year 1 check of early reading skills has risen consistently over the last three years and is above average. Reading for pleasure is promoted well in the early years and throughout the school, and this helps pupils develop a love of books.
- Pupils in Key Stage 1 make good progress and reach standards which are close to the national average in reading, writing and mathematics. Attainment and progress dipped in Year 2 in 2014 as a result of some previously weaker teaching. This has now been addressed by leaders and additional support provided to make sure that these pupils catch up and reach the levels expected. The school's own information shows this to be the case.
- Progress in Key Stage 2 is consistently good in reading and writing and usually good in mathematics. Attainment at the end of Year 6 has risen in all subjects since the previous inspection but dipped in mathematics in 2014. This was because at least a third of the pupils joined partway through Key Stage 2, many in Year 5 and Year 6, and some had gaps in their knowledge and skills. Additionally, too few of the most able pupils in this year group reached the higher levels because the level of challenge presented in lessons was not demanding enough, as evidenced in pupils' books.
- Disabled pupils and those who have special educational needs make similar good progress to their classmates due to the quality of teaching and support they receive in lessons, together with the extra help from teaching assistants outside lessons.
- Disadvantaged pupils make good progress and achieve well due to good use of the pupil premium funding. This is successfully helping to close the gaps in attainment with other pupils. In 2014 there was

less than one term's gap between disadvantaged pupils and other Year 6 pupils in the school in reading, writing and mathematics. Compared to other pupils nationally, the gap in reading closed and the gap in writing was less than one term. In mathematics disadvantaged pupils were almost two terms behind, but this was due to the weaker challenge presented in mathematics for all pupils.

- The school's information shows that many of the most able pupils make at least the progress expected nationally but too few reach the highest levels they are capable of, especially in mathematics at the end of Key Stages 1 and 2. This is because the work set by teachers is not always challenging enough and does not make pupils think hard.

The early years provision is good

- Most children join the school in the nursery but some join in the reception class. The school's information shows that historically, children's skills and knowledge have been below those typical for their age, but are rising and are now typical in all areas of learning. Children make good progress and by the time they enter Year 1, the majority are working at a good level of development in readiness for Key Stage 1.
- Teaching is good and children learn well as lessons are made interesting and exciting. Good use is made of both the indoor and outdoor areas, including the Forest School area, which supports the wide range of activities available. Staff skilfully listen to and question children as they play, to check and support their learning. A love of reading is fostered from the outset, with adults sharing stories and children choosing appealing and attractive books to look at.
- Children behave very well because they become engrossed in activities that motivate them to want to learn. They play happily together, share resources and quickly make friends with classmates. Whether they are learning indoors or outdoors, adults use good systems to ensure that children are safe.
- The setting is led and managed very effectively. The leader has a clear vision for further improvement and a detailed action plan to back it up. Children's achievements are recorded using photographic evidence and examples of their work. Teachers carry out regular observations to make sure that planning builds on children's interests and abilities.
- Parents are strongly encouraged to be involved in their child's learning, and staff provide helpful information packs and put on workshops to help parents understand the teaching methods used. There are good procedures to support children's transfer from home to school. Children's emotional health, safety and well-being are all catered for effectively through high-quality nurturing and support.

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	131903
Local authority	Shropshire
Inspection number	448600

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	329
Appropriate authority	The governing body
Chair	Spencer Davis
Headteacher	Kay Ferriday
Date of previous school inspection	7 July 2010
Telephone number	01746 762781
Fax number	01604 409445
Email address	admin@bridgnorth-st-leonards.shropshire.sch.uk

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