

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

Highfield Road South, Chorley, Lancashire PR7 1RB

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Inspection dates: 21–22 January 2020

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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| Leadership and management | <b>Good</b> |
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| Early years provision | <b>Good</b> |
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| Previous inspection grade | Requires improvement |
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## **What is it like to attend this school?**

Pupils enjoy all aspects of school life. The pupils who spoke to us said that staff support them well to build their confidence and resilience. Almost all parents and carers who made their views known to us think highly of the school. They would recommend it to others.

Pupils are proud to be part of the school. They are happy and attend regularly. Relationships in the school are strong. Pupils feel safe at school. They know how to stay safe online. Pupils understand what bullying is and how it can affect other people. The positive messages that leaders promote about respect for others ensure that instances are extremely rare. If bullying does happen, staff deal with it well.

Pupils enjoy enrichment opportunities. They talked positively about trips, visits and special weeks in school. Pupils willingly take on extra responsibilities. They act as worship warriors, school councillors and librarians.

Leaders and staff have high expectations of all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Pupils achieve well. Leaders and staff celebrate pupils' achievements regularly. Pupils appreciate the rewards that they receive for making a positive contribution to the life of the school.

## **What does the school do well and what does it need to do better?**

After a period of instability, during which the local authority provided effective support, the school is now in a more stable position. Governors support and challenge leaders effectively about school life, including the curriculum. The headteacher and senior leaders set a clear direction for the school. They have been successful in improving pupils' learning. Pupils' attainment at the end of key stage 2 in 2019 was above average in writing and mathematics.

The school's new, ambitious curriculum sets out clearly what pupils will learn at each stage. Leaders know their subjects well. They have developed a curriculum that allows pupils to build on their prior learning. In history for example, the focus on chronology helps pupils understand the important periods in time and how they relate to each other. In a small number of subjects, like geography, the curriculum plans are not as well developed. They do not help teachers to know what the key learning is for the pupils in their class. Subject leaders are well aware of the next steps they need to take to improve this area.

Leaders have prioritised reading. Pupils show a real love of reading. The teaching of phonics begins soon after children start school. There is a consistent approach to developing pupils' reading between different classes. Younger children make good use of their knowledge to sound out unknown words. Books match the sounds that children and pupils know so that they have more opportunities to practise their early

reading skills. In 2019, the proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 was average.

Older pupils enjoy story time. They are enthusiastic about their favourite authors. The school librarians take their role seriously. They enjoy using the 'reading rug' to read stories to younger pupils. Staff know the pupils well. They help pupils who find reading difficult to catch up. By the end of Year 6, pupils' attainment in reading is average.

Pupils' behaviour and attitudes to learning are good. Most of the time, pupils listen carefully and try hard at school. They pay attention and respond well to staff.

The mathematics curriculum has improved since the previous inspection. Pupils build their knowledge, understanding and skills well from year to year. Teachers use resources effectively to help pupils understand important mathematical concepts. However, pupils' knowledge of basic number facts and multiplication tables is not as strong as it should be.

The curriculum in the early years is well organised. Children are very well behaved and apply themselves well to the challenges that staff set for their learning. They enjoy the many opportunities to write, talk and be active. They develop a love of books. The support that staff provide focuses well on the children's individual learning needs. Parents visit the school regularly and take an active part in their children's learning.

Teachers and teaching assistants know the needs of pupils with SEND. They adapt plans well to meet these pupils' needs. Pupils with SEND access the full curriculum. They achieve well.

All staff who completed the Ofsted survey said the school has improved since the previous inspection. They enjoy working at the school. They feel well supported by leaders who take account of their workload. Staff value their opportunities for training and professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They have improved site security so that pupils are kept safe. Leaders carefully follow vetting procedures for the appointment of new staff. All staff receive regular training on safeguarding. They know the school's policies and procedures. They understand what to do if they are worried about a pupil's well-being. The learning mentor provides valuable extra help for pupils. When necessary, the school works in partnership with external agencies to support families. Pupils know how to keep themselves safe because they receive good information from leaders and staff about safe behaviour.

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

### (Information for the school and appropriate authority)

- The mathematics subject leader has worked hard to establish a new curriculum at the school. However, some staff do not make sure that pupils can recall basic number facts and multiplication tables fully. This means that pupils' mathematical knowledge is not as strong as it should be. Leaders should further develop the mathematics curriculum so that teachers check more carefully what pupils already understand and help all pupils to develop the knowledge that they need.
- Leaders and staff have made many improvements to the curriculum. However, in a small number of subjects, like geography, leaders have not put clear enough plans in place. Leaders should ensure that their plans help pupils to build on their learning by making sure that the key learning required in each year group is known and understood by teachers.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 119465   |
| <b>Local authority</b>                     | Lancashire   |
| <b>Inspection number</b>                   | 10110900   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 5 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 209  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Mrs Karen Pemberton  |
| <b>Headteacher</b>                         | Emma Marquis   |
| <b>Website</b>                             | <a href="http://www.st-laurence.lancs.sch.uk/">www.st-laurence.lancs.sch.uk/</a> |
| <b>Date of previous inspection</b>         | 27–28 June 2017, under section 5 of the Education Act 2005                       |

## Information about this school

- The governing body runs before- and after-school provision on the school site.
- Since the previous inspection, Lancashire local authority has worked closely with the senior and subject leaders to develop the curriculum.
- The school received its most recent section 48 inspection in November 2014.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we spoke with pupils about their work and school life. We spoke with members of the governing body, a representative of the local authority and the diocese, the headteacher, senior leaders and members of staff.
- We reviewed a range of documentation, including information about attendance, safeguarding and checks undertaken on newly appointed staff.
- We considered 75 responses to Ofsted’s online survey, Parent View, and 10 responses to Ofsted’s online survey of school staff.

- We focused deeply on reading, mathematics, science and history during the inspection. We also looked at writing and geography. We held discussions with subject leaders, visited lessons with subject leaders, looked at examples of pupils' work, met with teachers and spoke with pupils. We also listened to pupils read.

### **Inspection team**

|                                  |                  |
|----------------------------------|------------------|
| Craig Richardson, lead inspector | Ofsted Inspector |
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|                |                  |
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| Janette Walker | Ofsted Inspector |
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