



# St Leonard's CofE Primary

## Inspection Report

**Unique Reference Number** 131903  
**LEA** Shropshire  
**Inspection number** 285393  
**Inspection dates** 28 February 2006 to 1 March 2006  
**Reporting inspector** Mark Mumby HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Innage Lane
<b>School category</b>	Community		Bridgnorth
<b>Age range of pupils</b>	3 to 11		Shropshire WV16 4HL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01746 762781
<b>Number on roll</b>	353	<b>Fax number</b>	01746 769509
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Kay Ferriday

Age group	Inspection dates	Inspection number
3 to 11	28 February 2006 - 1 March 2006	285393

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

St Leonard's is a larger-than-average primary school with a Nursery. It serves the local urban community, with a small number of children coming from outside the catchment area. The large majority of children are of White British origin and all children speak English as their first language. The number of children eligible for free school meals is well below the national average. The proportion of children with learning difficulties and disabilities is just below the national average, although the proportion with a statement of special educational needs is slightly higher than that found nationally.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 4**

The school is not effective enough and does not give value for money. Children make good progress in the Foundation Stage because the staff make best use of the limited resources available. However, children do not make enough progress as they move through Key Stage 1. This is because teaching is not good enough in Years 1 and 2. Progress is better in Key Stage 2, particularly for the most able children in Years 5 and 6, as a result of the effective extension group teaching. Progress in Key Stage 2 has improved over the past two years. This is one example of action taken by school leaders that shows that the school does have the capacity to put things right and improve further.

Leadership and management are satisfactory. The recently appointed headteacher has made many changes and recognises the weaknesses in Key Stage 1. Regular checks are made on the work of the school but these are not always sufficiently rigorous. Similarly, improvement plans identify the right areas but the impact of actions taken is not evaluated sufficiently well. Overall, leadership and management are satisfactory, but this lack of full rigour means that the school's view of itself is more positive than that of the inspection team.

The personal development of children is a strength of the school and most children enjoy coming to school. The curriculum is satisfactory. It is enriched with a range of educational visits and visitors as well as a good programme of optional activities outside lessons. The school has established effective systems to ensure that children are well cared for. However, the guidance children receive through the marking of their work and the targets they are set is not effective enough to ensure that all children make the progress of which they are capable.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in Key Stage 1 in relation to the quality of teaching and the progress children make.

### **What the school should do to improve further**

Improve the quality of teaching in Key Stage 1 so that all children are challenged in every lesson and make sufficient progress. Use teachers' marking and the setting of targets more effectively to give children clearer guidance on how to improve. Rigorously monitor and review the impact of school improvement initiatives on children's learning.

## **Achievement and standards**

### **Grade: 4**

Achievement is unsatisfactory overall, because of weaknesses in Key Stage 1. However, children get off to a good start and make good progress in the Foundation Stage.

They enter with broadly average standards and the majority exceed expectations by the end of Reception.

Children in Years 1 and 2 do not make adequate progress. Assessment data shows that for the past three years children have underachieved in Key Stage 1 in reading, writing and particularly in mathematics. The school is rightly concerned that some children are not doing as well as they could. It has started to make the changes necessary to improve this and there have been recent staffing changes. However, there is insufficient evidence of improvements in children's work to demonstrate that these initiatives have had any significant impact yet.

The progress children make in English, mathematics and science during Key Stage 2 is now in line with national expectations overall. In English and mathematics, this is a significant improvement on the performance seen two years ago.

The school sets challenging targets for its Year 6 children in English and mathematics. Although the school did not achieve its targets for the proportion of children reaching the expected level for the majority of 11 year olds, they did exceed their targets for children achieving the higher level in English and mathematics.

Children with learning difficulties and disabilities generally make satisfactory progress throughout the school.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good overall. Attendance is satisfactory and children enjoy their time at school. They lead healthy lifestyles, especially through their enthusiastic participation in the many physical activities. Most children understand what makes a healthy diet as a result of 'healthy eating week'.

Behaviour is generally good and children are clear about the difference between right and wrong. Children's attitudes in lessons are usually good. When they are not, it is often because their work is too difficult or too easy. Children relate well to each other and to adults, resulting in a good environment for learning. They take on additional responsibilities with pride, for example, working as playground buddies. These children are respected by others and gain confidence in doing a job well.

Children's spiritual development is good but their understanding of the different cultures around the world is limited. The school's Christian ethos encourages children to care for each other well. Children are provided with opportunities to take responsibility and show initiative through a range of enterprises to raise funds for charity, for example, selling fruit at harvest time to support families in Africa.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Although significant amounts of good teaching were seen during the inspection, the overall standard of teaching is unsatisfactory. This is because the quality of teaching is too variable and in too many lessons, particularly in Key Stage 1, children do not make sufficient progress.

In the best lessons, the expectations for each child are high. The work is exciting and challenging so the lesson moves on at a brisk pace. Good use is made of questioning to check children's understanding. As a result, children make good progress and are keen and enthusiastic.

Where teaching is less effective, teachers spend too much time talking to the whole class. Insufficient account is taken of children's individual abilities and tasks are often too easy or too hard. Teachers do not respond quickly enough to children's misunderstandings and children are not helped to make as much progress as they should.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall. The addition of French, currently taught in Years 3, 4 and 5, is a positive feature. Although the curriculum is sufficiently broad, the overall depth of work is limited by the fact that the time spent teaching the curriculum in Years 3 to 6 is below the national recommendation. The range of children's needs, including those with learning difficulties or disabilities, is catered for soundly and there are good arrangements to give additional challenges and support to the most able children in Years 5 and 6. The Foundation Stage curriculum is well planned.

A strength of the curriculum is the way children's opportunities to learn are extended and enriched. A good number of educational visits and visitors add interest and enjoyment. A good range of lunchtime and after-school activities, including many in sport and several in music, are taken up by a large number of children. Visiting specialists bring particular expertise to some of these activities.

### **Care, guidance and support**

#### **Grade: 2**

The quality of care is good. The school has good and thorough systems which are conscientiously and rigorously applied to ensure that children are healthy, safe and happy at school. These are backed up by good relations between staff and children. Staff keep a careful check on children's welfare. Individual needs are identified well and close and effective support is given where it is needed. Children approach school life with confidence and say they feel well cared for. The school has achieved the Safe School Award.

The school has introduced systems for setting targets for groups of children. However, this is relatively new and many children do not yet have a sufficiently clear understanding of what they need to do in order to improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school has established appropriate systems involving senior management and subject leaders to analyse its performance in some detail. These include routine lesson observations, scrutinies of children's work and the tracking of the progress of individual children. Helpful written and verbal feedback is produced but the process needs to be more rigorous with clear targets set in order to bring about more rapid improvements in teaching and learning.

The local authority is helping the school through its 'intensifying support programme'. This has been beneficial in providing assistance to the subject leaders for mathematics and English in managing their subjects. The school also has a development plan which provides an overview of planned improvements across the curriculum.

The recently appointed headteacher provides the governing body with a good range of information about the school. Alongside the effective system of link governors, this has helped the governing body to hold the school to account. The effective work of the headteacher with the governing body has brought about improvements in children's learning, resulting, for example, in better progress within Key Stage 2, at the same time as reversing a deficit budget. The leadership team is committed to further improvement.

Parents are generally very pleased with the school, although a few parents would like to receive more information from it. A number of parents whose children joined in Key Stage 1 or 2 spoke highly of the induction arrangements for their children.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Children

Thank you for making Mrs Mistry, Mr Cole and me so welcome when we visited your school. We enjoyed talking to you and looking at your work.

You are all polite and helpful and we were pleased to see how much you enjoy all the different activities you take part in during your free time. You all play well together and the playground buddies do a very good job if things go wrong.

In lessons, most of you listen carefully and work hard most of the time. We don't think that all of you are learning as much as you can in every lesson, especially the children in Key Stage 1. We have asked your teachers to make sure that the work they ask you to do is not too easy or too hard. We think this will make all of you work even better and learn more. We have also asked your teachers to use your targets more to help you to know what you need to do to get better.

The school governors and the adults who look after you in school are working hard to make your school better. They have got plans to continue this work and we have asked them to make sure that they plan all of their work very carefully and always check to see if the changes have made things better.