

St Lawrence Church of England Primary School

Inspection report - amended

Unique Reference Number	115687
Local Authority	Gloucestershire
Inspection number	312031
Inspection date	11 December 2008
Reporting inspector	Martin Kerly

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	216
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Simon Paul
Headteacher	Alison Lock
Date of previous school inspection	1 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wharf Lane Lechlade GL7 3AU
Telephone number	01367 252356
Fax number	01367 253128

Age group	4–11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

the attainment of children on entry, provision in the Early Years Foundation Stage (EYFS) and overall progress

the use of assessment information when planning pupils' work and providing them with guidance about their next steps in learning

the use of systematic processes to check the school's performance and identify clear priorities for further development.

Evidence was gathered from observations around the school, discussions with pupils, staff and the chair of governors, and analyses of the school's working documents and the questionnaires completed by parents. Other aspects of the school's work were not inspected in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is of average size. The pupils come from the town of Lechlade and the surrounding rural area. The very large majority are White British and almost all speak English as their first language. The proportions of pupils with learning difficulties and/or disabilities or with a statement of special educational needs are broadly average. These include specific learning and physical difficulties. A breakfast club, managed by the governing body, operates in the school dining room.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It serves its community well and has several outstanding features. The pupils' personal development and well-being are outstanding and are central to the school's aims and philosophy. The headteacher provides very clear leadership and direction for the work of the school, with a clear commitment to promoting academic achievement and personal development. Parents appreciate the school's qualities, with almost unanimous approval for all aspects of its work in the inspectors' survey. Recurring themes in comments received from parents include, 'We are very lucky to have this school right on our doorstep', 'St Lawrence is a very happy school with a strong sense of community' and 'a well led and motivated staff team who get the best from the pupils'. The school has an accurate view of its performance. It has maintained its previous strengths whilst addressing effectively those areas in need of improvement that were identified at the previous inspection. It is well placed to improve further.

The pupils' spiritual, moral, social and cultural development is excellent, as is their behaviour. Pupils reflect exceptionally sensitively on values in assembly and, very unusually, carry this over to conversations at breaktimes. Attendance is rising and is above average. Pupils love school and talk about it very enthusiastically. They show exceptionally positive attitudes towards one another. They are very keen to help those near and far away who are less advantaged than themselves. They thrive on the many opportunities to take responsibility and to contribute to the school and wider community. For example, they initiate and run clubs and charity events, participate in local events such as 'Lighting up Lechlade' and manage the school council listening box. They have a good understanding of how to keep safe and a very keen awareness of the importance of healthy lifestyles. The school has Healthy School and Activemark awards in recognition of its good work in these aspects.

The attainment of children on entry to the EYFS is a little above that expected for their age. The good progress begun there is maintained throughout the school. All pupils achieve well and standards are above average. Pupils in Years 2 and 6 are on track to achieve their challenging targets. The outcomes of national tests and assessments are consistently above, and frequently well above the national averages for reading, writing, mathematics and science. This, together with their excellent personal development, successfully ensures that pupils are well prepared for the next stage of their education and for adult life.

The school has comprehensive systems for assessing and tracking pupils' progress. This involves leaders and class teachers who use the information well to decide where changes or additional help are needed. Pupils with learning difficulties and/or disabilities respond positively to the early identification of their needs. Very carefully managed additional support is often carried out by the well trained teaching assistants. This help, along with a carefully adapted curriculum, enables them to make good progress, with many catching up to age-related expectations by the time they leave.

The school promotes and celebrates the achievements of gifted and talented pupils, with special events and activities, and it is increasingly adapting the day to day curriculum in response to these pupils' particular needs. The good curriculum makes exceptionally good use of the local environment to extend pupils' learning. This and the strong links between subjects help pupils see the relevance of activities. The school promotes community cohesion well. It recently gained the International School award in recognition of imaginative work to strengthen pupils' awareness of the global community. There is an exceptionally high quality range of enriching

experiences, such as the visit to the House of Commons every two years, frequent local visits, for example to Kelmscott Manor, and many opportunities to perform in drama and musical productions. All of these motivate and inspire the pupils.

Teaching and learning are good. Teachers have good knowledge of the subjects they teach. They, and their assistants, have very good relationships with pupils, and the positive learning atmosphere in all classes is helped by the pupils' curiosity and mature attitudes. Teachers plan interesting activities, usually well matched to the pupils' different needs, often enabling skills from one subject to be developed in another, for example during the work on ancient Egypt. Within the good care, guidance and support for pupils, the care element is outstanding. The school works exceptionally well, often with parents and external professionals, to help those pupils who are more vulnerable because they have complex problems or statements of special educational needs. However, the highly developed opportunities for pupils to take responsibility within their personal development are not matched in their more academic work. Teachers mark pupils' work regularly and often give helpful oral feedback. They also set short-term targets, for example about improving punctuation, but pupils say they do not feel fully involved in this process. Teachers do not involve the pupils sufficiently when identifying new targets and next steps in learning. Nor do they always consider the different ways individual pupils might prefer to tackle them, or encourage greater development of independent learning skills.

There are many strengths within the good leadership and management. The experienced and committed headteacher is highly respected by pupils, staff, governors and parents. She is continually striving to improve the provision for pupils, to ensure all are equally valued, and to enable staff to become involved in leading new initiatives, for example through the newly formed development teams. This is recognised by the Investors in People award. Together with other leaders, the headteacher carries out comprehensive checks on the school's work and makes good use of the information gained when planning improvements. However, action plans, including the school development plan, do not always show clearly the intended impact of any changes or how they will be measured. This makes it more difficult to monitor progress towards them or to judge how successful they have been when considering future actions. Governors fulfil their roles well and have good mechanisms for staying informed about the school and holding it to account. Procedures designed to safeguard pupils are carried out rigorously, with regular staff training keeping all staff up to date.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The attainment of children on entry is more varied than often found but is generally a little above that expected for their age, especially in personal and social development. Children's welfare, and their physical, social and emotional needs, are catered for effectively. Children respond positively to the sensitive induction programme and quickly settle into the class and school family atmosphere. This is valued by the parents, one of whom, reflecting several comments received, wrote, 'We have been very impressed with how well our son has settled in.' Another wrote of the 'great introductory programme'. Children make good progress and by the end of the EYFS attain standards above average in most areas of learning.

Children behave well and learn to become independent, for example keenly helping to design the role-play areas. The good teaching and learning is characterised by the well planned range of experiences and activities developed in response to careful observations and assessments by the teacher and assistant. Children listen carefully and act on instructions, and also readily play and learn independently with the good range of apparatus. There have been recent and

significant improvements in the outdoor provision, with a large all-weather covered area and further secure areas with a range of equipment. However, the new outdoor facilities are not routinely contributing fully to all six areas of learning. Leadership is good with a strong focus on achievement and personal development. Adults work well together and are clear about the aims and vision within the EYFS and across the school.

What the school should do to improve further

- Strengthen pupils' independent learning skills and involve them more in thinking about how they learn, what they need to do to improve, and what their targets might be.
- Ensure that all action plans, including the development plan, identify what impact the priorities are intended to have, in terms of improved provision and achievement of pupils, so that progress towards them can be more easily measured.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

15 December 2008

Dear Children

Inspection of St Lawrence CE Primary School, Lechlade, GL7 3AU

Thank you for the way you made us feel very welcome when we visited your school just before Christmas. We thoroughly enjoyed talking with some of you, visiting your classrooms and looking at some of your work. We are pleased you like your school so very much. St Lawrence's is a good school. Here are some more of the highlights we found during our visit:

- You behave exceptionally well and are particularly thoughtful and caring about one another and those who are less advantaged than yourselves. We were particularly impressed by the way all the adults in school take exceptionally good care of you all, and especially of those of you who sometimes need a bit of extra help or support.
- Your parents are very pleased you go to St Lawrence school. They, too, think it is a good school.
- Your headteacher is very good at thinking of new ways to make the school even better. She is helped well in this by the other leaders and governors.
- We have asked the headteacher, staff and governors to work together on two things to make the school even better:
 - Help you become more involved in thinking about ways you learn best, what you could do to improve and what your targets should be.
 - Make sure that as leaders plan better ways for the school to work, they show exactly how the improvements will be measured or checked.

We are sure, perhaps through your school or class councils, you will want to talk about ways you can help in these things in order to make the school even better.

Yours sincerely

Martin Kerly

Lead Inspector