

# Lawley Primary School

## Inspection report

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<b>Unique Reference Number</b>	123377
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	314579
<b>Inspection date</b>	15 January 2008
<b>Reporting inspector</b>	Joyce Cox

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Lee Ferriday
<b>Date of previous school inspection</b>	1 January 0001
<b>School address</b>	Off Arleston Lane Lawley Telford TF4 2PR
<b>Telephone number</b>	01952 388410
<b>Fax number</b>	01952 388 429

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards in reading and boys' attainment at Key Stage 1; the provision for special educational needs at Key Stage 1; the reasons for the considerably improved standards and achievement at the end of Key Stage 2 in recent years. Evidence was gathered from the school's self-evaluation; the school's own assessment records; observation of the school at work; discussions with pupils, staff, parents and governors; and analysis of parental questionnaires. All classrooms were visited. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

## Description of the school

This large primary school serves the surrounding area and the local Traveller community. It also admits pupils from further afield. Nearly all pupils are from a White British background and none is at an early stage of learning English. The proportion of pupils with learning difficulties is below average. Attainment on entry into the Reception classes varies from year to year. It normally meets the expectations for four-year-olds, although children's attainment in communication and reading is below the expected levels.

A new headteacher and eleven new teachers have been appointed since September 2002.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school in all respects. On entering Lawley Primary, visitors are instantly struck by the exciting, inspirational and vibrant learning environment. Bright, spacious corridors and classrooms filled with excellent displays convey the outstanding achievements of pupils and the high expectations of staff. This is a school where every pupil is valued, totally included in all activities and made to feel special. Virtually all parents are very happy with what the school provides. One summed up the views of many others by saying, 'Children are given fantastic opportunities to learn at this school because of the tremendous encouragement and enthusiasm shown by the headteacher and all the staff.'

Reception children make excellent progress and most attain the expected levels for children of this age, on entry to Year 1. More-able children exceed the expected levels. Excellent achievement continues in the Year 1 and Year 2 classes and standards are above average at the end of Year 2. Reading standards dipped in 2007 but look set to rise again this year as a result of improved strategies to encourage boys' reading. Boys did not do as well as girls in Year 2 in 2007 because, while a small number with complex additional needs achieved well, they did not reach the expected standards. The outstanding achievement of pupils by the end of Year 6 means they reach the challenging targets set and attain high standards in English, mathematics and science. These standards represent especially good progress and achievement for pupils with learning difficulties. Pupils from Traveller communities achieve very well because of excellent support and close working relationships with their families, which have been built on mutual trust and respect.

Boys and girls achieve extremely well because of high quality teaching. Relationships and pupils' behaviour are exemplary and consequently pupils work hard, are extremely motivated and learn at a very good rate. Teachers' excellent planning builds very effectively on pupils' prior knowledge and differing needs. This, coupled with considerable staff expertise regarding the different ways in which pupils learn, ensures that lessons are lively, exciting and enjoyable. Pupils are understandably very proud of their school and their teachers, saying, 'This is a really good school, lessons are fun, we all do well and we wouldn't want to go to any other school.'

Pupils' excellent skills in literacy, numeracy and information and communication technology prepare them exceedingly well for later life and learning. However, success in national tests has not been achieved at the expense of the wider curriculum, which is outstanding. Over the past five years the headteacher and staff have worked closely together to produce an exceptionally comprehensive scheme of work. It is highly effective and relevant in meeting pupils' diverse needs, aspirations and capabilities. Very imaginative links between subjects make learning practical, relevant, challenging and exciting. There are outstanding opportunities for pupils to work collaboratively. They develop excellent enterprise and financial skills through exciting projects such as the ECO committee and the highly successful Art Gallery Enterprise. Pupils talk enthusiastically about how they thoroughly enjoyed working with an artist to produce high quality paintings. These were professionally mounted, exhibited and sold to raise money to finance more artists in residence.

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent because the care, support and guidance provided by the school are outstanding. Adults are highly effective at tracking and supporting pupils' personal and academic progress to ensure that pupils can achieve really well. Pupils have an excellent awareness of and

commitment to personal safety and healthy, active lifestyles. School councillors say that they discuss health and safety issues at all meetings and have been instrumental in increasing the lunchtime and outdoor physical activities, and in establishing a tyre park and toilet refurbishments. Pupils are very polite and treat each other and all adults with considerable respect. Older pupils happily accept responsibility for those who are younger. They say they are very happy and secure at school and clearly become confident, independent learners. Excellent links with a wide range of outside agencies ensure the best possible support to further pupils' academic and personal well-being.

Much of the school's success is due to the dynamism and dedication of the headteacher and senior staff. They provide a very clear direction and have exceptionally high expectations for the pupils. The school community holds the headteacher in high esteem, and staff and governors share his positive approach and enthusiasm. The headteacher's considerable expertise in school leadership is used to very good effect to support other local schools. Governance is outstanding because governors have highly effective systems to evaluate the school's work. They regularly canvass pupils' views so that they effectively monitor school life through the pupils' eyes. Outstanding leadership and management are evident in rigorous and accurate evaluation of every aspect of the school's performance, which leads to considered and highly effective action. For example, considerable improvement has been made to the provision for more-able pupils and the progress made by pupils in Years 3 and 4. As a result, standards at the end of Year 6 have much improved in recent years.

Teamwork is very strong. Consultation, collaboration and partnership are watchwords that cement the very strong bonds between all members of the school community. There has been excellent improvement since the last inspection. The hard work and dedication of the headteacher and his staff have transformed the school from being a school causing serious concern in the local authority to one which is outstanding. It is used as an exemplar of excellent practice within the borough. Consequently, the school demonstrates an excellent capacity to improve even further.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children in the Foundation Stage make very good progress. The majority join Year 1 having reached the goals appropriate for their age in most areas of learning. Teaching shows an excellent knowledge of the needs of young children, and planning is exceptionally good. There is a good balance between activities led by the teacher and those which children choose. Considerable improvements have been made to the outdoor area since the last inspection. The care and attention to children's welfare is outstanding. Leadership and management are excellent. Monitoring of teaching, learning and planning ensures that these are maintained at a consistently high level, thus enhancing learning opportunities for the children. Parents are very appreciative of the happy and friendly start their children receive. One commented, 'I am extremely pleased with the school. Every morning my child wakes up eager to return to school. There have been no tears or fears, which shows how quickly the school has accepted my child into their family.'

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

- Make sure that boys are challenged to reach the same high standards in reading as girls by the end of Year 2.

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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?	1
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 effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is 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	1
How well 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	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



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

16 January 2008

Dear Pupils

- Inspection of Lawley Primary School, Telford, TF4 2PR Thank you for the very warm welcome you gave me when I visited your school. You certainly seem to be very happy and it was good to hear how you really enjoy your work and all the extra activities in which you are involved. I think your school gives you an excellent education. These are the things I liked best.
- Your behaviour is excellent and you are really keen and enthusiastic about your learning.
- You are all doing very well in English, mathematics and science and in many other subjects as well.
- You take very seriously the importance of eating healthily at school and having physical exercise.
- Teachers make learning interesting and fun for you, and you know how to improve your work from marking and target setting.
- You have an outstanding and varied curriculum and the special activities arranged to enhance it are excellent. Your work in the Art Gallery is stunning.
- The teachers and staff take excellent care of you while you are in school.
- Your headteacher and governors lead the school extremely well. The headteacher, staff and governors have lots of good ideas to make the school even better. I agree with their ideas and also that it is important that boys in Years 1 and 2 always do as well as girls in their reading. I am glad you enjoy your school and hope you will continue to work hard.

All the very best for the future.

Joyce Cox

Lead inspector