

# Lilleshall Primary School

## Inspection report

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<b>Unique Reference Number</b>	123378
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	314580
<b>Inspection date</b>	13 September 2007
<b>Reporting inspector</b>	Lois Furness

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	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Cox
<b>Headteacher</b>	Gillian Hosken
<b>Date of previous school inspection</b>	21 June 2004
<b>School address</b>	Limekiln Lane Lilleshall Newport TF10 9EY
<b>Telephone number</b>	01952 388430
<b>Fax number</b>	01952 678178

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector investigated the following issues: current achievement and standards, pupils' personal development and well-being, teaching and learning, elements of the school's curriculum, personal support and academic guidance and aspects of leadership and management. Evidence was gathered from the school's self-evaluation form (SEF), assessment and tracking records, observations of the school at work, discussions with staff, a member of the governing body, and pupils, and the parent questionnaire responses were analysed. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own grades, as provided in the SEF, were not justified, and these have been included where appropriate in the report.

## Description of the school

This average-size school serves an area of below-average social deprivation. The majority of pupils are of White British heritage with a few having European, African or Asian backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well below average, although the proportion of pupils with a statement of special educational need is broadly average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Lilleshall Primary is a good school that pupils and parents justifiably hold in high regard. Pupils say there is nothing they would change! They think the school is interesting, good fun and provides a good education. The large majority of parents also think it is a good place for their children to be. 'The school has a very caring team of staff, who are dedicated to making sure that children get the most out of school life' and 'It is a privilege to be a part of such a happy well-led school' are typical comments.

This very happy learning environment is a result of good leadership and management. The headteacher, supported by the senior management team, provides very clear direction. Well-established development planning and self-evaluation provide an accurate understanding of what the school does well and what is needed to improve. All staff work closely together and enthusiastically embrace new approaches to teaching, for example the teaching of letter names and sounds to the younger pupils. The school demonstrates that it has good capacity to take such new ideas, and other improvements, even further in the future. Governors are actively involved in strategic development. They visit the school regularly and competently fulfil all of their statutory responsibilities.

Good assessment procedures are in place. Pupils' performance towards challenging but realistic academic targets is analysed thoroughly and the resulting information used effectively to target next steps of learning. Consequently, pupils achieve well. From children's slightly above average starting points in the Foundation Stage, they make good progress to reach standards that are significantly above average in English, mathematics and science by the time they leave in Year 6. Reading standards are particularly good and the school is working hard to raise standards in writing. Rigorous analysis of pupils' work shows that younger pupils, mainly boys, do not confidently use words to link simple sentences together. Pupils' spelling skills throughout the school require improvement and pupils often mis-spell simple words. However, by Year 6, pupils have excellent handwriting skills, which result in extremely neat well-presented written work. In order to raise standards in mathematics, the school has identified the need to develop pupils' mental calculation strategies, so they more accurately and quickly solve number problems in their head.

Good teaching ensures that pupils have excellent attitudes towards school and find lessons exciting and fun. Attendance, however, is only satisfactory, as a small minority of parents take their children away on holiday during term-time. Teachers carefully link different subjects together providing relevant and meaningful learning experiences. Excellent enrichment of the curriculum through the many visits and visitors to the school adds further interest. The Year 6 pupils spoke enthusiastically about their recent visit to Lilleshall Abbey, which successfully promoted the writing of poetry and finding out more about the life of Henry VIII. Effective strategies such as 'talk partners' and 'mind mapping' alongside the use of interactive whiteboards make certain that all pupils are fully involved in learning. The good deployment of teaching assistants ensures that pupils with learning difficulties and/or disabilities are included in all activities.

The outstanding curriculum and pastoral care contribute much to pupils' excellent personal development and well-being. Their spiritual, moral, social and cultural development is good and this reflects pupils' excellent behaviour and sense of community responsibility. A particular strength is pupils' cultural development. Pupils benefit from involvement with professionals

from the world of music, dance, art and literature. Working with experts from these fields enables pupils to extend their creative and artistic skills. Sport is not forgotten. Through the work of the Schools' Sport Partnership pupils are enthused to become involved in sporting activities both inside and outside of school. Those pupils who are gifted and talented in any of these areas have good opportunities to develop their skills even further.

Pupils' readiness to carry out jobs such as 'school councillors', 'playground buddies' and 'jumping jacks' indicates pupils' excellent contribution to the school community. They enjoy helping each other and willingly fund raise and support a variety of charities, recognising the need to support others who are less fortunate than they are. They are proud to receive the annual 'Helping Hand Award' in recognition of a positive contribution to the local community. However, the school knows that pupils' understanding of the multicultural society in which they live, is not sufficiently developed. Pupils, however, have a thorough understanding of what they need to do to lead healthy lifestyles. They accurately identify the school's adventure playground and the wide range of sporting activities as providing excellent opportunities for keeping fit. They know the importance of eating healthy snacks at break time and of eating a balanced diet, which includes five fruit and vegetables every day. They have a good understanding of how to keep safe. They say the visit from 'Crucial Crew' helps them to learn to make sensible choices and decisions about potential dangers such as drugs and strangers. They feel very safe and well cared for knowing that staff will help them if they have a concern. Playtimes are fun occasions and pupils of all ages get on well together. These occasions are almost completely free of bullying, harassment and anti-social behaviour. Although one or two parents raised concerns about behaviour, the pupils spoken to, said, 'There are a few incidents of the younger ones being silly, but it always gets sorted out quickly and fairly.' With their mature understanding of the importance of teamwork and working with others, and their good literacy and numeracy skills, pupils are prepared well for the next stage of their education.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get a good start in the Reception class. The majority of them enter school with skills that are slightly above those expected for their age, although this varies year on year. Because of good teaching, children make good progress and on entry to Year 1, the majority of them are working securely within the goals expected for their age, with some children exceeding these goals. Children are well prepared to start the Year 1 curriculum both academically and personally. Staff give good attention to children's personal, social and emotional development. For example, the current Reception children who have only been in school for a few days are very happy and settled. Good relationships are evident. Year 6 'buddies' quickly help children to feel safe and be a part of the school community. The curriculum is exciting and this contributes to their positive attitudes towards school. They have extensive opportunities to explore all the six areas of learning recommended for these young children, both within the classroom and in the outdoor environment. Staff know how children learn best and there is a good balance between teacher-led and child-initiated activities. Assessment systems are good and information from ongoing assessments is used carefully to plan relevant learning experiences. Parents are pleased with the provision and one parent typically commented, 'My child has just started at school and she has been made to feel very secure and happy as if she has always been there!'

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

- Improve pupils' spelling skills and encourage younger pupils, in particular boys, to write sentences that are more complex.
- Develop pupils' mental calculation strategies.
- Improve pupils' understanding of a multicultural British society.



## 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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 disabilities make progress	2

### 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	2
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	3
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 the learners' needs?	2
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>	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 tackled so that all learners achieve as well as they can	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

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

14 September 2007

Dear Pupils

Inspection of Lilleshall Primary School, Lilleshall, TF10 9EY

Thank you for the warm welcome you gave to me when I visited your school. I thoroughly enjoyed meeting you and seeing the things you do. The pupils I spoke to were very enthusiastic about your school as were your parents. I can see why. You go to a good school where you do lots and lots of interesting things. Your school is well managed by the headteacher, staff and governors. They work well together to make your school a very happy and safe place to be.

You get a great start to your education in the Reception class. Teaching is good throughout the school and this means you really enjoy your learning. Therefore, you make good progress and by the end of Year 6, you reach above average standards in English, mathematics and science. However, some of you do not spell simple words correctly and find working out number problems in your head quite difficult. Also some of the pupils in Years 1 and 2, especially the boys, need to try hard to link two ideas together to make sentences more interesting. I know your headteacher and teachers are helping you to improve these things.

The school ensures that you are provided with many exciting activities, including trips and extra clubs. I was pleased to hear that Year 6 pupils enjoyed their trip to Lilleshall Abbey and actually saw a document signed by Henry VIII – what an experience! All of these extra activities help you become very sensible and responsible young people, who know how to live healthy lifestyles, eat sensibly and keep safe. You are very considerate to each other and older pupils delight in the opportunity to become school council members or playground buddies. Your behaviour is excellent and your parents should be very proud of you. Teachers try hard to make sure you all have the chance to share your ideas and I like the way you talk to each other about your work. I think the way some of you draw 'mind maps' to link ideas together is a really good idea. Although you know lots about people who live in different parts of the world, you do not know as much about the different people who live in England. I have asked your headteacher to help you to learn more about this.

Thank you again for being so friendly and helpful.

Yours faithfully

Lois Furness Lead Inspector

**Annex B**

14 September 2007

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Lois Furness  
Lead Inspector