

# St Lawrence CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	123468
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	327917
<b>Inspection date</b>	19 March 2009
<b>Reporting inspector</b>	Melvyn Hemmings

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	220
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paula Hearle
<b>Headteacher</b>	Richard Langford
<b>Date of previous school inspection</b>	16 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Shrewsbury Road Church Stretton SY6 6EX
<b>Telephone number</b>	01694 722682
<b>Fax number</b>	01694 724861

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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of strategies recently put into place to improve writing
- how effectively the outdoor area in the Early Years Foundation Stage is used to promote children's learning
- pupils' awareness of environmental issues.

Evidence was gathered from the school's self-evaluation form, assessment and tracking records, parental questionnaire responses, observations of the school at work and discussions with staff, the chair of governors and pupils. Other aspects of the school were not investigated 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 the report.

## Description of the school

This average sized school has Early Years Foundation Stage provision in a Reception class. The percentage of pupils eligible for free school meals is below average, as is the proportion of pupils with learning difficulties and/or disabilities. Most pupils are from White British backgrounds. There is privately managed pre-school provision on site.

## 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 has some outstanding features and provides pupils with a stimulating and very friendly setting in which to learn. The vast majority of parents are supportive of the school and rightly proud of the motivational experiences provided for their children. Two parental comments are typical of many. 'My daughter is happy and stimulated at school. She looks forward to going and is upset if she has to miss a day due to illness' and 'Both my children enjoy school and think it is fun. Lessons are interesting and I feel strongly that their individual needs are met.'

The astute leadership of the headteacher is the main reason for the school's good improvement since the last inspection. His focused educational direction has resulted in improved target setting to accelerate pupils' progress and a greater consistency in planning for links between subjects. Senior leaders support him well and all involved in the school share a common commitment to helping pupils achieve to their full capability. Self-evaluation is accurate and correctly identifies priority areas for development so that improvements can be made. This is evident in the way leaders identified the need to further raise standards in writing by improving pupils' skills in constructing sentences accurately. A variety of initiatives were introduced to achieve this, including staff training to raise their expertise in teaching this aspect of English and a clearly focused consistent approach to teaching these skills throughout the school. The impact of these strategies is proving successful and the ability of pupils to use accurate punctuation, grammar and spelling in their writing is showing improvement. Governors support the school well and are fully involved in promoting its continuing development.

Outstanding spiritual, moral, social and cultural development means that pupils' behaviour is exemplary and they are very polite and courteous. Relationships are excellent and pupils are very willing to listen to and value the ideas and views of others. Pupils really enjoy school and consequently their attendance is excellent. They eagerly accept responsibilities and carry them out diligently. In so doing, they make a very positive contribution to the life of the school. For example, by being a member of the school council they enable all pupils to have a voice in how the school develops. They also make a significant contribution to the local community through their close links with the church, taking part in local events and raising money for a local children's hospice. Pupils are adopting healthy lifestyles very well and talk enthusiastically about the need for regular exercise and a healthy diet. They also have an excellent understanding of how to stay safe. Pupils are well prepared for joining secondary school and for future life. They have a good awareness of environmental issues and talk knowledgeably about the need to conserve energy and recycle materials. Pupils use Long Mynd and other local geographical features well to foster their understanding of the inter-relationship between different eco-systems and the importance of maintaining this balance for the good of the planet.

Pupils' achievement is good. Children make good progress in the Reception class and attain above average standards on entering Year 1. This good progress is maintained throughout the school. As a result, pupils attain standards that are generally well above average in reading, writing and mathematics by the end of Year 2, and in English, mathematics and science by the end of Year 6. Pupils with learning difficulties make the same good progress as other pupils because of the well-targeted extra support they receive. Consistently good teaching and learning throughout the school is the main reason for this good progress. Pupils are keen to learn and show positive attitudes in lessons. They enjoy their activities and work well together in pairs and small groups to solve problems. Teachers plan work well to build upon previous learning

and to motivate and engage pupils of all abilities. Teaching assistants provide valuable support for all pupils and especially those with learning difficulties and/or disabilities. Teachers use marking well to guide pupils to improve their work. The guidance given to pupils to help them assess for themselves how well they are doing and how they might improve is at an early stage of development. Leaders have rightly targeted this as an area for improvement.

The outstanding pastoral care and support provided for pupils is very much appreciated by parents. Rigorous safeguarding procedures ensure pupils' health and safety in and around school and on visits. Excellent links with outside agencies, including the occupational therapy service and educational psychologist, ensure extra support for individual pupils is available when required. The good curriculum is effectively enlivened by an excellent range of enrichment activities. These include extra-curricular clubs, visits to places of educational interest and opportunities to work with a variety of visitors to extend pupils' skills and widen their horizons. Pupils say they particularly enjoy the residential stays at outdoor activity centres. These residential visits very effectively promote their personal and social development through team building and group problem-solving activities. Community cohesion is promoted well. This ensures a common vision and sense of belonging by all as part of the school and the local community. Everyone in school is treated equally and fairly and helped effectively to appreciate and value the diversity of people's different backgrounds and circumstances. Pupils' awareness of national and global issues is effectively developed through the curriculum and by links with other schools. This is exemplified by the growing links with a school in Tanzania which are effectively extending pupils' understanding of a way of life different to their own.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children start school with knowledge and skills that are above the levels typical for their age. They make good progress in all areas of learning because of the good teaching and support they receive and, as a result, they enter Year 1 having attained above average standards. Good systems for welcoming children into the Reception class, when they first start school, ensure that they settle quickly into everyday routines. Children work and play happily together, sharing resources and taking turns sensibly, and this quickly develops their confidence and independence. Good relationships result in children having positive attitudes to their learning and behaving well at all times. Adults have a good understanding of the needs of children of this age and use assessments well to adapt activities to match their different abilities. Welfare requirements are met extremely well and children are cared for exceptionally well in a safe and secure environment. Children feel happy and safe, trusting the adults who look after them. Good leadership has rightly identified the need to improve the use of the outdoor area in order to better support children's learning throughout the day. This is particularly the case in terms of providing effective opportunities for children to make choices for themselves and to organise their own activities. Good links with parents mean they are kept fully informed of the progress their children make.

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

- Strengthen pupils' skills in evaluating how well they are doing and how they might improve.
- Use the outdoor area for children in the Early Years Foundation Stage more effectively to promote their learning, particularly in their ability to make choices for themselves.

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## Annex A

**Inspection judgements**

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

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	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?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## 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 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**

20 March 2009

Dear Pupils

Inspection of St Lawrence C of E Primary School, Church Stretton SY6 6EX

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many exciting things you do. Your school is good and has some outstanding features. It helps you make good progress and reach standards that are well above average in English, mathematics and science by the end of Year 6.

What we found about your school

- You show a lot of enjoyment in coming to school and are very keen to learn.
- Recent improvements in the teaching of writing have enhanced your skills in constructing sentences accurately.
- Your behaviour is excellent and you are very polite and courteous to others.
- Anyone who needs extra help with their work is always given it.
- You show a good understanding of environmental issues, such as the need to conserve energy and recycle used materials.
- An outstanding range of enrichment activities, including after-school clubs and residential visits, very effectively extend the good curriculum.
- You really enjoy everything you learn, including all the extra visits and trips and the after-school clubs.
- Adults look after you extremely well and make sure you are safe, both in and around school and on visits.
- Your headteacher and teachers are working hard to help you do even better.

What we have asked your school to do now

- Improve your skills in checking for yourselves how well you are learning and how you might improve.
- Give the children in Reception lots of activities in the outdoor area and help them learn how to choose for themselves what they want to learn.

You can all help your school improve further by continuing to try your best in your activities and being kind and considerate to others. All of you are a credit to your school.

Yours sincerely

Melvyn Hemmings

Lead inspector