

# Chorley, the Parish of St Laurence Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119465
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339447
<b>Inspection dates</b>	22–23 September 2009
<b>Reporting inspector</b>	Shirley Herring

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>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Karen Pemberton
<b>Headteacher</b>	Mrs Yvonne Taylor
<b>Date of previous school inspection</b>	8 March 2007
<b>School address</b>	Highfield Road South Chorley Lancashire PR7 1RB
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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, held meetings with governors, staff, and groups of pupils and also spoke to parents at the start of the day. They observed the school's work, and looked at the school's records for safeguarding pupils, teachers' lesson plans, samples of pupils' work, assessments of pupils' progress and the school's plans for future development.

The reasons why standards in mathematics have been consistently lower than in English.

The achievement of boys and more able pupils in mathematics.

The effectiveness of management actions in managing change and bringing about improvements.

The effectiveness of the provision for children in the Early Years Foundation Stage.

The effectiveness of the use of assessment and tracking procedures in improving pupils' progress.

## **Information about the school**

This broadly average-sized school serves a residential area near the town centre. Almost all of the pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities, including statements of special educational need, is below average. The number of pupils known to be eligible for free school meals is below average but rising. The school provides for children in the Early Years Foundation Stage in one Reception class. A new deputy headteacher joined the school in September 2009. The school was awarded the Activemark in 2008.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has strengths in the level of care, guidance and support it provides. The provision for pupils with special educational needs and/or disabilities is good and so they make good progress.

Teaching and learning are satisfactory overall but this varies considerably between subjects. Pupils' attainment in English is consistently above average because literacy lessons are good and sometimes outstanding, and learning moves at a good rate. Pupils' attainment in mathematics is broadly average because teaching does not always provide appropriate challenge for different groups, particularly the more able. When marking pupils' work teachers give very clear guidance to pupils on how they can improve their writing but guidance is less helpful in mathematics. In English, pupils have specific targets to focus attention on what they need to do to improve. This system is less well developed in mathematics.

The curriculum is satisfactory overall and is enhanced by a good range of additional activities after school. Pupils enjoy school and attendance is above average.

Relationships are good and so pupils feel safe and behave well.

The effectiveness of provision for children in the Early Years Foundation Stage is good. The planned provision for learning indoors is good so children make good progress but the secure outdoor area is underused.

Leadership and management are satisfactory overall. The headteacher has steered the school through a sustained period of considerable change in management and staffing, while maintaining its ethos of care and support for the individual. However, the changes in management over this time have limited the rate of improvement in key areas. The school's capacity for sustained improvement is satisfactory. High standards in English have been maintained since the last inspection. The school has taken action to try to raise standards in mathematics, including staff training, though considerable changes in staffing have limited its effectiveness and so this area of comparative weakness remains. A new deputy headteacher has recently taken up post and the headteacher and deputy headteacher are now planning developments in a more settled environment.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visitor by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Improve standards in mathematics by:
  - using assessment information to plan appropriate challenge for different

groups, particularly the more able pupils

- ensuring that the marking of work gives pupils specific advice on how they can improve
- developing specific targets for individual pupils to help them to focus on what they need to do to help them achieve as well as they can.
- Improve the quality of provision for outdoor learning in the Early Years Foundation Stage by ensuring that children have access to an equally wide range of planned activities outside as they do indoors.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

3

The attainment of pupils in English has been consistently good, and sometimes outstanding, over several years and a high proportion achieve above the expected level for their age by the time they leave school. Pupils make good progress through the school because literacy lessons are interesting and pupils clearly enjoy the challenges they are set. Work is well matched to the needs of different groups and learning moves at a fast pace. This was seen in an outstanding literacy lesson in Year 6 where the teacher's probing and challenging questions led pupils to discuss examples of personification with a maturity beyond their years. Pupils know what to do to improve their work because teachers give them clear guidance. Attainment in mathematics is less marked and pupils' attainment and progress are only satisfactory. The pace of learning in some numeracy lessons is slow so more able pupils do not always achieve as well as they can; the work is not sufficiently challenging. Work is marked regularly but pupils are not sure how to improve their work. Though in the past boys have sometimes achieved marginally less well in mathematics than girls, this difference is not apparent for current pupils. Pupils with special educational needs and/or disabilities receive good support in lessons and in small groups and so they make good progress from their starting point.

Pupils feel safe because they are confident that staff will look after them. They appreciate that they can raise any concerns, confident that staff will respond. The pupils respond well to the school's ethos of treating everyone with respect and so behaviour in lessons and in the playground is good. The school's good programme for personal, social and health education and good opportunities for vigorous exercise help pupils to develop a good understanding of a healthy lifestyle. Pupils are involved in many fund-raising activities and join in well with parish activities. They appreciate the introduction of a school council but say they would appreciate more opportunities to take leadership roles in school. Pupils develop good literacy skills and sound numeracy skills but there are few opportunities to develop enterprise skills to prepare them for the future. Pupils say how much they enjoy school and attendance is good. Based firmly on the school's Christian tradition, pupils' spiritual, moral, social and cultural development is

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

good. Pupils have a clear understanding of right and wrong and display a good range of social skills. In response to the school's growing provision in this area, they are developing more awareness of different cultures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory overall but varies considerably between classes and subjects. The good pace of literacy lessons, teachers' good subject knowledge and good use of assessment information to build on pupils' previous understanding enable pupils to reach a consistently good standard in English. Teaching of mathematics is less effective because work is not always well matched to the needs of different groups, particularly more able pupils. Pupils do not have such clear targets to help them focus specifically on what they need to do to improve their numeracy skills. Teaching assistants are well deployed in all lessons to support those who need additional help with their learning. The curriculum is generally broad and balanced and is enriched by a good range of additional activities, which are well attended. There is a strong emphasis on developing basic literacy, numeracy and technology skills. Provision in literacy has been rich, varied

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

and very effective for some time. The school is making a concerted effort to enrich provision in numeracy, for example through using mathematical games and more practical activities, but these are not yet embedded in the curriculum and it is too soon to have had an impact on standards. Visitors to school enrich the curriculum, for example the annual visit from the Life Bus makes a good contribution to pupils' well-being.

There are good programmes in place to promote pupils' personal, social and emotional development and parents appreciate the care and support their children receive. Relationships in school are good and pupils are confident that when they ask for guidance it is readily given. Pupils with special educational needs and those with a disability are given good support so they are fully included in all activities and make good progress. The school has good procedures to help smooth the transition between classes and onto the next stage of learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Considerable changes in management and staffing over an extended period have limited the rate of improvement and the embedding of actions, such as staff training, to address areas for improvement. Though regular monitoring of teaching and learning has taken place, it has not focused sufficiently on identifying and remedying the specific reasons for the differences in pupils' achievement in core subjects. The headteacher and the new deputy headteacher are now planning strategies to take the school forward. Governors are regular and valued visitors to school and have provided good support for the headteacher. They are not yet so involved in discussing reasons why the school has not addressed areas of weakness more quickly. The school communicates well with parents and carers through regular newsletters, attendance at assemblies and through workshops, for example on information and communication technology. The school has good links with other professionals to support the needs of individuals. Current government requirements for safeguarding pupils are met. The school has a sound range of strategies to promote community cohesion. Pupils are developing an awareness of global issues such as Fair Trade. There are good links with the church and various clergy lead assemblies in school. The school is developing links with a local school for Muslim pupils to promote awareness of other faiths and cultures but this is at an early stage.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the school with a range of skills that overall are typical for their age. They make good progress and most children reach or exceed the levels expected by the time they enter Year 1.

There is a good range of practical activities indoors to enable children to learn from first-hand experiences. There is a good balance between activities led by an adult and those which children choose. Good systems for assessing children's progress are used well to plan work for different groups and individuals so they make good progress. Children's health is promoted well through regular reminders to wash their hands and children are readily adopting these hygiene routines at this very early stage of the year. They are becoming familiar with the daily rules and routines and are becoming aware of the needs of others as they put up their hands and take turns.

The school has developed a secure outdoor area with direct access from the Reception class. However, this is underused. The quality of planning evident for activities indoors does not extend to provision outside to enhance opportunities in all areas of learning. This severely restricts what children can learn outside.

There are good procedures for introducing children to school, including the teacher's visit to all the preschool nurseries and children's visits to school. This helps them to settle quickly, feel secure, and they develop an enjoyment of school from an early age. Systems for safeguarding children are in place. The Early Years Foundation Stage is led and managed well.



*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The large majority of parents are happy with their child's experience at the school. Comments on how well their children enjoy school and how the school keeps their child safe are particularly strong. Parents commented favourably on the friendly but disciplined approach in school and how well children are helped to settle quickly.

A very small minority commented on the lack of information to parents and the lack of lunchtime activities. The inspection team felt that the regular newsletters and parents' evenings, as well as the school's open door policy, provide parents with good information about children's progress. Though there are few activities at lunchtime, the inspection team found a good variety on offer after school. A small number of parents feel that their children's progress has been adversely affected by several changes in staffing. The school acknowledges there have been staffing changes for a variety of reasons that were beyond the school's control. More stability is now evident.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chorley, the Parish of St Laurence Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	110	70	46	29	0	0	0	0
The school keeps my child safe	119	75	38	24	1	1	0	0
The school informs me about my child's progress	85	54	63	40	5	3	0	0
My child is making enough progress at this school	79	50	69	44	5	3	0	0
The teaching is good at this school	102	65	54	34	0	0	0	0
The school helps me to support my child's learning	82	53	66	42	5	3	0	0
The school helps my child to have a healthy lifestyle	80	50	76	48	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	95	63	54	36	1	1	0	0
The school meets my child's particular needs	84	54	68	44	1	1	0	0
The school deals effectively with unacceptable behaviour	77	50	71	46	3	2	0	0
The school takes account of my suggestions and concerns	89	59	54	36	3	2	0	0
The school is led and managed effectively	108	68	42	27	5	3	0	0
Overall, I am happy with my child's experience at this school	116	73	37	23	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## **Common terminology used by inspectors**

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Inspection of Chorley, the Parish of St Laurence Church of England Primary School,  
Highfield Road South, Chorley. PR7 1RB

Thank you for making the inspectors so welcome when we visited your school. We enjoyed talking to you in class and in groups. You told us how much you enjoy school. Your school is satisfactory. This means that there are lots of good things about it but there are some things that we think could be even better. You play your part as your attendance is good and you behave well in lessons and in the playground. You reach standards in English that are above what is usual for your age because teachers plan work for different groups that helps everybody do their best. In mathematics, you reach the standard that is usual for your age, though we think some pupils could be given more challenging work to help them do even better. We agree with you and your parents that the school takes good care of you all. There is always an adult available in class to give you extra help when you need it.

It was good to see so many of you attending the after-school clubs. The dance club and the fencing looked particularly exciting.

To make your school even better the teachers are going to:-

- help you to make better progress in mathematics by letting you know what each of you needs to do to improve, just as they already do in English
- plan a greater range of outside activities for children in Reception.

Best wishes for the future

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