

St.Leonard's CofE (A) Primary School

Inspection report

Unique Reference Number	124345
Local Authority	Staffordshire
Inspection number	340549
Inspection dates	18–19 March 2010
Reporting inspector	Martin James

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Chris Watson
Headteacher	Viv Wild
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by two additional inspectors. Most of the available time was spent checking on pupils' learning. The inspectors visited nine lessons, and a number of shorter visits were also made to classrooms to look at, for example, samples of pupils' work. Five members of staff were observed teaching. The inspectors held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school improvement plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the school improvement partner. The responses from the pupils' and staff questionnaires were analysed, as were the responses from 51 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which teachers make suitable allowance in their planning for the different needs of pupils
- the school's development of national and global links to enhance community cohesion
- the impact of subject leaders and governors in improving attainment and pupils' learning
- whether the school buildings and accommodation have any negative impact on pupil's learning.

Information about the school

St.Leonard's is smaller than most primary schools. Nearly all pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is broadly similar to the national average. The Early Years Foundation Stage consists of Nursery and Reception, which are integrated into one class. In recognition of its work, the school has received the Healthy Schools and Active Mark awards.

The current headteacher took up her post in September 2009.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, where pupils achieve well. It also has some particular strengths; pupils feel extremely safe, and their spiritual development is outstanding, owing a great deal to the strong Christian ethos that pervades much of the school's work. Care, guidance and support are also outstanding; the safety of pupils being a high priority of the school. Pupils are polite and well behaved and they readily adopt healthy lifestyles. They contribute well to the local community, with the school being very much part of that community. Parents and carers are exceptionally positive about the school; for example, one said, 'I cannot speak highly enough of St.Leonard's'. During their time in the Early Years Foundation Stage children achieve well, and they reach above average standards by the time they leave Reception. Based on their prior attainment pupils continue to make good progress through Years 1 to 6 and by the end of Year 6 attainment is above average in all key subjects.

Good teaching and a good curriculum are crucial factors in pupils' good progress. In lessons relationships are strong, teaching assistants are deployed well and teachers make good use of a variety of resources and strategies to make lessons interesting. Teachers generally plan well for the varying ages and abilities of pupils. However, on occasions, the work provided for more able pupils lacks appropriate challenge. The curriculum contributes well to both pupils' progress and their enjoyment of school. It is interesting and varied, and, for example, helps to make the pupils very aware of the need to follow a healthy lifestyle. The school has done much to promote community cohesion. However, more still needs to be done to improve pupils' understanding of the cultural diversity to be found, especially within the United Kingdom.

The headteacher and other members of staff are a dedicated team, committed to improving the provision they make for their pupils. Governors are supportive of the school, although they have not always been well enough informed to adequately hold the school to account for its performance. Self-evaluation is successful in pinpointing where improvement is needed and the school has moved on significantly since the previous inspection. The improvements that have been made since that inspection, and the quality of the current provision, show that the school has a good capacity to improve even further.

What does the school need to do to improve further?

- Make better use of assessment information to:
 - ensure that work provided for more able pupils is always adequately challenging.

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- Extend community cohesion further by:
 - providing more opportunities for pupils to find out about, and communicate with, people from cultures and backgrounds different from their own, especially within the United Kingdom.
- Strengthen leadership and management by:
 - enabling governors to develop their understanding of school data, so that they can more readily hold the school to account for its performance.

Outcomes for individuals and groups of pupils**2**

Pupils really enjoy their learning, and in all lessons observed they were fully engaged. Work seen in lessons shows that their achievement is good, with the result that their attainment at the end of Year 6 is above average. In a mathematics lesson seen in Key Stage 2, clear and helpful explanation from the teacher on techniques to help solve problems, ensured that pupils later employed these well in improving their skills in finding solutions. Pupils with special educational needs and/or disabilities also achieve well. In a science lesson observed in Key Stage 1, for instance, the teacher was most careful to include them fully in discussions, so that they knew exactly what was expected of them. Boys and girls perform equally well. The pupils' achievement, together, for example, with their confidence in working collaboratively with others, means that the school is preparing them well for their future economic well-being. Pupils clearly like school very much, and this is reflected in their good behaviour and above average attendance. They have very sensible attitudes to their work, and they are polite and courteous. They eat fruit and healthy meals, and they readily take part in physical exercise opportunities. They say they are pleased to have contributed towards the Healthy Schools' status. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the multicultural society in which we live is less well developed. Pupils readily and conscientiously take on many responsibilities that the school offers them. Pupils are proud to be members of the school council, and they speak with particular enthusiasm about having organised a fund raising event for the people of Haiti. Pupils are also very involved in the local village community. They take part in, and arrange, activities such as singing for local residents in church.

These are the grades for pupils' outcomes

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

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Please turn to the glossary for a description of the grades and inspection terms

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

How effective is the provision?

Teachers provide most interesting lessons for pupils, using a good range of resources and strategies. Relationships are a particular strength, and as a result, pupils are keen to learn and ready to work hard. Teachers make good use of the interactive whiteboards to motivate pupils and to develop their understanding. Teaching assistants are well deployed to promote learning. Teachers plan carefully for the varying needs of the different ages and abilities of pupils in their classes. However, occasionally, this is not done so successfully for more able pupils, with the result that work sometimes lacks adequate challenge. Pupils are provided with detailed targets for improving their work in English and mathematics, although discussions with them suggest that some know these better than others. Marking is successful in clarifying for pupils how to develop their work further.

Pupils speak enthusiastically about the good range of outings and after school clubs that enhance the curriculum. Pupils also enjoy the learning opportunities provided in the school's own very pleasant grounds. Staff work hard to ensure that the rather fragmented nature of the school buildings does not adversely affect learning. However, both staff and pupils report on the inconvenience caused them by having to go to the main building to access toilets and water. The school is extending the use of cross-curricular links to produce a more innovative and exciting curriculum. The school recognises that this initiative is still developing, although one pupil noted enthusiastically, 'We really enjoyed our topic on Doctor Who'.

The exceptional care, guidance and support contribute very well to both pupils' enjoyment and their learning. Safety checks and risk assessments are rigorously carried

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out. Effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school when they leave. Pupils who join the school midway through the year are helped to settle quickly into their new surroundings. Pupils are regularly reminded about the need to take care, for instance when using computers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, supported well by other members of staff, has been successful in creating a very caring and happy environment for the pupils. Great effort is also taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted effectively. Safeguarding procedures are consistently and correctly applied to ensure that all pupils are well protected. The school's self-review has been accurate in identifying strengths and areas for development, and there is clearly a strong ambition to improve. For example, the weaknesses noted in the school's tracking procedures have been successfully addressed, and they are now used rigorously to check on pupils' progress. Community cohesion is promoted satisfactorily in the school. There are good community links both in school and locally, and these have been extended through links set up with people in Brazil. However, the school recognises, in its own evaluation, these links now need to be extended to include people living in different parts of the United Kingdom.

Teachers demonstrate a good understanding of the various subjects for which they have responsibility, and they have actively supported strategies for making improvements. They have opportunities to observe lessons in other classes, to check on the current provision, and to draw up action plans for further improvement. Governors keenly support the school, and they are closely involved in the budget and the school's improvement plan. They are currently working to develop their understanding of school data, especially that relating to the performance of the pupils, so that they can more effectively carry out their role as a 'critical friend'. There are good working relationships with parents and carers, and their views about the school are regularly sought when any change of policy is being considered.

These are the grades for leadership and management

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

Early Years Foundation Stage

When the children start Nursery their knowledge and skills are generally similar to those expected, although in some years they are slightly lower. Through the year they achieve well, and by the end of Reception attainment is usually above average. The children are very happy in school, they enjoy themselves and they value the company of the other children. Their behaviour is good, and, as a result, in the lessons observed they were very keen to get on with their work with adults and do their best. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the good links that are established with the parents and carers. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help them develop their various skills. The children tackle their work with enthusiasm, although occasionally, a very small number find it difficult to maintain concentration on the tasks they have chosen. This then slows their learning. Staff know the children well, and the frequent observations of their work result in fresh tasks that are well suited to them.

A good range of resources is provided, with the covered outdoor area being used in all aspects of the curriculum, whenever possible. The Early Years Foundation Stage is well led, and staff complement each other effectively in making good provision for the children and supporting their various needs. The provision made for the welfare of children is exceptional.

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Of those who responded to the questionnaire, an overwhelming majority of parents and carers are positive about the school's provision, both in terms of the care the school takes of their children and the progress it helps them make. Comments such as, 'St.Leonard's is a lovely school, and my children are very happy there,' and, 'The headteacher and staff are very helpful,' confirm their view. No significant concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Leonard's CofE (A) 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	75	12	24	1	2	0	0
The school keeps my child safe	37	73	14	27	0	0	0	0
The school informs me about my child's progress	33	65	17	33	1	2	0	0
My child is making enough progress at this school	26	51	21	41	3	6	1	2
The teaching is good at this school	36	71	15	29	0	0	0	0
The school helps me to support my child's learning	28	55	22	43	1	2	0	0
The school helps my child to have a healthy lifestyle	24	47	25	49	2	4	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)	28	55	20	39	2	4	0	0
The school meets my child's particular needs	28	55	22	43	0	0	1	2
The school deals effectively with unacceptable behaviour	29	57	19	37	2	4	0	0
The school takes account of my suggestions and concerns	21	41	26	51	3	6	0	0
The school is led and managed effectively	39	76	12	24	0	0	0	0
Overall, I am happy with my child's experience at this school	38	75	12	24	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Monday 22 March 2010

Dear Pupils

Inspection of St Leonard's CofE (A) Primary School, Tamworth, B79 9DX

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. I especially liked joining you for assembly, and we also enjoyed coming into your lessons. I am writing to tell you what we found out about your school, what is good and what could be made better. Overall, you attend a good school, where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school even better.

These things are some of the strengths of the school:

- teaching is good and you are provided with lessons that you really enjoy
- your spiritual development is exceptional, and you are very thoughtful when you listen to stories about Jesus, for example
- your behaviour and your attitudes to your work are good
- the staff know you well and take very good care of you, and as a result you feel very safe
- your parents are very pleased with the school.

These are things the school has been asked to improve:

- make sure that the work you are given in lessons is hard enough for you
- give you more opportunities to become more aware of people from different communities and cultures, particularly in this country
- support governors in developing their skills in helping the school to improve even further.

You can help too, for example, by telling your teacher if you think the work you are given is too easy for you.

I wish you all good luck for the future.

Yours sincerely

Martin James

Lead inspector

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