

St Leonard's CofE Primary School

Inspection report

Unique Reference Number	131903
Local Authority	Shropshire
Inspection number	341246
Inspection dates	7–8 July 2010
Reporting inspector	Patricia Potheary

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Spencer Davis
Headteacher	Kay Ferriday
Date of previous school inspection	19 March 2007
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Introduction

This inspection was carried out by three additional inspectors. 20 lessons were observed and 12 teachers seen. Meetings were held with groups of pupils, the Chair of governors, the school improvement partner and staff. The inspectors observed the school's work and looked at information about pupils' progress, staff and pupil surveys and safeguarding procedures. The inspectors analysed 88 responses to parents' and carers' questionnaires.

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

- How well pupils progress in Key stage 2, especially in mathematics, in writing and for more-able pupils
- How well leadership, teaching and assessment are securing progress for different ability groups and whether this is accurately evaluated
- Whether pupils' awareness of safe and healthy living is outstanding, as viewed by the school.

Information about the school

St Leonards is a larger-than-average primary school where almost all pupils are of White British origin. Few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average, although the proportion of those with a statement of special educational needs is larger than average. The school has achieved Healthy Schools Gold status and received several recent awards, including the Safe School Award, Activemark, and the Travel Plan Gold award. There is a privately run Nursery and a Children's Centre on the same site.

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

St Leonards is a good school and so pupils achieve well academically and personally. The school is a happy and safe community where learning is valued. This results from a broad, rich curriculum, supported well by good teaching. When children enter the school, their skills levels are below those expected for the age. They, then, make good progress and, by the time pupils leave Year 6, their attainment is broadly average. This good progress results from recent improvements, especially in writing in Key Stage 2 and in teaching generally. The school recognises that attainment in mathematics, although still broadly average, is lower than it is in English, particularly at the higher levels. This is due, in part, to insufficient provision for encouraging problem-solving, but also to the occasional lack of challenge for a few higher-attaining pupils.

Pupils' awareness of how to lead healthy lives is outstanding. There is a high take-up of sport, which pupils enjoy and the healthy quality of the food they choose to eat is impressive. Pupils, also, show an excellent awareness of how to behave safely and have a very good understanding of how to keep themselves and others safe. This results from the strong focus given to these two areas within the curriculum and contributes to pupils feeling exceptionally safe in school.

Teachers are skilled at making lesson objectives clear to pupils and helping the pupils to achieve them. The atmosphere in lessons is positive and friendly and pupils like the way 'everyone gets on.' There is good, effective tuition for pupils with a range of special educational needs and/or disabilities. Assessment is accurate and has led to good use of group targets in lessons, so that broad ability groups can progress at their own rate, leading to recent improvements in progress. This system is not yet sufficiently individualised and the targets do not change quickly enough to ensure that all pupils progress as rapidly as they might. For example, in a few lessons, one or two more-able pupils have already achieved the group targets and so the tasks set for them sometimes lack sufficient challenge. This means that, although a large majority of teaching is good and in most lessons everyone progresses well, progress is not consistent across all classes. A small minority of lessons, therefore, do not meet all pupils' learning needs fully, especially in mathematics.

Senior leaders monitor teaching and have overseen some secure improvements. They agree, however, that they do not relate what they see in lessons closely enough to the overall progress being made by different groups of pupils, in order to judge teaching quality. This has resulted in a lack of rigour in using such observations to improve teaching further for different ability groups. School leaders, including governors, have been effective, nevertheless, in improving the school through self-evaluation, based upon an accurate knowledge of the school's broader strengths and what needs to be

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improved. Better use of data, to monitor how well pupils are doing, has led to well-focused, successful attention being paid to relative weaknesses within subjects. This is why, for example, writing has improved so well this year and the school is now judged to be a good school for the first time with a good capacity to improve further.

What does the school need to do to improve further?

- Secure greater consistency in the quality of teaching, increasing the proportion that is good or outstanding by:
 - ensuring that pupils have individual targets that are updated as soon as they are achieved
 - taking account of these individual targets when planning lesson tasks to meet the different needs of all pupils securely, especially the more able
 - ensuring that leaders are more rigorous when gauging teaching quality, by relating what they see in lessons more closely to the overall progress being made by different groups of pupils.
- Raise attainment in mathematics, in particular by focussing more strongly on problem-solving and by providing more challenge for higher-attaining pupils.

Outcomes for individuals and groups of pupils

2

Lessons are typified by hard-working, enthusiastic pupils who are keen to do their best. In one lesson, for example, the quality of pupils' thoughtful comments, regarding humankind's dilemmas in looking after animals and the environment, was excellent. Pupils' strong enjoyment of their learning contributes well to their good achievement. As a result, pupils make good progress overall in English, mathematics and science. Attainment is broadly average, although it is above average in science and is rising in English. The progress made by pupils with special educational needs and/or disabilities and for those who face significant barriers to learning is also good, partly because support for these groups is skilled. There is no significant difference in the performance of boys and girls, except in writing, where girls still significantly outperform boys in some year groups, although the gap is closing rapidly. In several lessons, boys and girls worked together productively to explore ideas and share their views on the language that should be used in their writing, often producing some helpful and imaginative describing words, for example. Progress is consistently good in Key Stage 1 but is more varied in Key Stage 2, where progress is satisfactory rather than good for a very small minority of pupils. This is most evident in the few mathematics lessons described, for one or two of the more able pupils.

Pupils behave well, are very safety conscious and show strong consideration for others. This is shown by the many responsibilities that they readily undertake and the good contribution that they make to the school. They have, for example, identified safety features in the school which have been improved, have been very active in the local authority's anti-bullying scheme and have raised money for a 'friendship stop' to help

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those who want someone to play with. They, not only, take great care to look after their own health by exercising very regularly and eating so well, but also they show a deep respect for people who are different to themselves.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Rigorous systems ensure that strong and effective care is provided for all pupils, especially for those who need extra support for various personal or academic reasons. The quality of teaching is good in the large majority of lessons and, although it varies, is never less than satisfactory. Strengths within teaching include positive relationships and clear lesson objectives which are explained well. One pupil, typically, reported that, 'You can always talk to teachers when you have a problem and they always have time for you.' The well-planned curriculum includes many interesting activities to bring learning to life, such as 'forest school', as well as an excellent project to encourage philosophical thinking. Teaching assistants are deployed effectively and their skilled support is contributing to the securely good progress made by all pupils, but particularly those with special educational needs and/or disabilities. Pupils are encouraged well to work in

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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groups, which leads to their increased confidence in discussion of their performance. Work is matched well to broad ability groups through the group targets, which pupils find helpful. However, pupils do not have individual targets which change as soon as they are reached. This is why, in some lessons, the tasks lack challenge for a few pupils and the pace of their learning slows, especially for the one or two more able pupils. There are adequate opportunities for pupils to develop their skills in using computers and other technology and these opportunities are, gradually, being extended. The school recognises that the more limited attainment in mathematics is linked, in part, to the lack of sufficient focus within the curriculum on problem-solving. Staff are responding by beginning to promote more practical activities and mathematical language in a wider range of subjects. This reflects the increasingly good promotion of literacy and numeracy skills in a range of different subjects.

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	2

How effective are leadership and management?

School leaders, including governors, are securely and successfully focused on driving improvement to the progress pupils make and to supporting their personal skills. As a result, the school's overall effectiveness has moved from satisfactory to good since the last inspection, which is why the capacity to improve is good. Attainment in writing, especially by boys, has improved significantly and the quality of teaching has risen as issues such as assessing progress accurately and planning to meet the needs of mixed-age groups have been, largely, addressed. Staff work closely as a team in supporting this work. Self-evaluation is broadly accurate, based upon rigorous and greatly improved information about progress in different classes and subjects. This enables whole-school targets to be realistic and challenging. These targets are being met to a far greater degree this year; the exception being targets for Level 5 in mathematics. There is, however, a significant increase in the proportion of pupils reaching the higher levels in English.

The school's general analysis of strengths and areas for development in teaching is accurate and has led directly to the improved teaching in some subjects. However, evaluation of what needs to be improved in different classes does not identify, in sufficient detail, where pupils' needs are not being met fully. This is because school leaders do not use information about the progress of different groups of pupils sufficiently well in their evaluation of teaching quality in each class.

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Procedures to safeguard pupils are good; actions are robust, effective and monitored closely and regularly by governors. The school works closely with other organisations and partners successfully to enhance provision, for example in providing sporting opportunities, and to secure services for pupils with a range of difficulties. There is no evidence of discrimination; all pupils have equal access to activities and equal opportunities are promoted well. The promotion of community cohesion is strong within the school community and locally. Increasingly, although at an early stage, links both nationally and internationally are supporting pupils' respect for and appreciation of the different lives and beliefs of others.

These are the grades for leadership and management

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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good links with parents and carers and pre-school providers ensure that children have a smooth start in the Nursery and Reception Year. Children's skills levels on entry are below those expected for the age and by the time they join Year 1 their attainment is broadly average. Good teaching and a rich curriculum ensure that children make especially good progress in literacy and numeracy skills. Children are encouraged to share, take turns and make choices, so that they learn quickly to be more independent. Children achieve well because activities capture their interest and are matched accurately to their prior attainment. A recent mini-beast theme in the Nursery had children, excitedly, explaining how the caterpillars they were keeping would 'become cocoons and then butterflies'. There is plenty of opportunity for children to explore for themselves, learn outside and receive good quality tuition from staff. Care and appreciation for the environment is encouraged very well, especially through exciting

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'forest school' activities. Effective leadership stems from careful deployment of resources and rigorous monitoring of progress, so that all children can be helped to secure a good start to their more formal education. This has resulted most recently, for example, in better development of children's creative skills. Staff recognise that the outside area for the Reception Year lacks sufficient space for a full range of activities. However, good, imaginative use is made of the space available and, for example, children's vegetables and flowers are flourishing.

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

Most parents and carers who returned questionnaires are very positive about the school and particularly appreciate how well the school keeps their children safe and how much their children enjoy school. One parent/carer, typically, commented, 'We have been extremely impressed with the quality of education and the pastoral care shown. Our children are enthused in their learning by the positive approach and wide variety of learning experiences.' Concerns were expressed by a few. Those regarding behaviour and taking account of suggestions were not supported by inspection evidence. Concerns expressed regarding progress are addressed by the report and are directly related to the points detailed for further improvement.

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 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 305 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	53	36	42	3	4	0	0
The school keeps my child safe	49	58	35	41	1	1	0	0
The school informs me about my child's progress	35	41	41	48	8	9	0	0
My child is making enough progress at this school	39	46	37	44	6	7	1	1
The teaching is good at this school	41	48	36	42	4	5	0	0
The school helps me to support my child's learning	39	46	39	46	6	7	0	0
The school helps my child to have a healthy lifestyle	36	42	46	54	3	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)	40	47	41	48	3	4	0	0
The school meets my child's particular needs	35	41	46	54	3	4	0	0
The school deals effectively with unacceptable behaviour	24	28	48	56	8	9	3	4
The school takes account of my suggestions and concerns	26	31	48	56	8	9	0	0
The school is led and managed effectively	34	40	45	53	3	4	0	0
Overall, I am happy with my child's experience at this school	43	51	36	42	4	5	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



9 July 2010

Dear Pupils

Inspection of St Leonard's CofE Primary School, Bridgnorth, WV16 4HL

Thank you for being so welcoming when we visited your school. We enjoyed meeting you very much, joining you for lunch and seeing some of your lessons. Yours is a good school with many interesting things going on, just as you described. The schools leaders work hard to keep developing the school and, for this reason, your work is improving all the time. Skilful teaching helps you to make good progress and do well. We like the way you enjoy your learning and always try to do your best. You told us that your teachers are kind and always listen to you. Your attainment in writing is now much better and is improving in mathematics. A few of you do not always progress as fast as you should in some lessons and so we have asked the school to:

- provide you with individual learning targets in English and mathematics which change as soon as you achieve them
- make sure that the tasks you are given in lessons match the targets you are each working towards
- give you more opportunities to solve problems in mathematics and give you tasks in mathematics which provide all of you with enough challenge.

We have also asked senior staff to look more closely at the way lessons help you learn, to be sure that all of you are able to make the best possible progress. You can all help by working hard and sharing your ideas with your teachers.

You show a mature attitude to taking on responsibility and contribute well to school life and the community. You were keen to tell us that the school keeps you safe and looks after you well. It is especially impressive to see how well you are helping yourselves by behaving so safely, eating such a healthy diet and taking plenty of exercise. Your behaviour is good, particularly in the way you value learning and play such an active part in lessons. You show a considerate understanding and respect for others, including those who have different beliefs and ways of living. We wish you the very best for the future.

Yours sincerely

Patricia Pothecary

Lead inspector (on behalf of the inspection team)

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