



St Lucia's CofE Primary School

Inspection Report

Unique Reference Number 123508
Local Authority Shropshire
Inspection number 292692
Inspection date 11 January 2007
Reporting inspector William Goodall

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

Type of school	Primary	School address	Upton Magna
School category	Voluntary controlled		Shrewsbury
Age range of pupils	4-11		SY4 4TZ
Gender of pupils	Mixed	Telephone number	01743 709652
Number on roll (school)	91	Fax number	01743 709652
Appropriate authority	The governing body	Chair	Joe Jarvis
		Headteacher	E McAvan
Date of previous school inspection	15 April 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school in a rural village community close to Shrewsbury. Most of the pupils are of White British heritage. The proportion of pupils with learning difficulties and/ or disabilities is below average, as is the proportion with statements of special educational need. Numbers in each year group vary greatly, and all classes contain pupils of more than one age group. The mobility of the pupils is low. A new headteacher joined the school in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St. Lucia's Church of England Primary is a good school. Pupils achieve well in relation to the standards they had on arrival at the school because the teaching and learning are good and the care, guidance and support they receive is outstanding. Standards on entry to the Reception group are broadly as expected. Provision for this group is good, and they make good progress in the mixed-age class. Achievement is good in both Key Stages 1 and 2 and standards are well above average by the end of Year 6.

Teachers know the pupils very well, and plan very thoroughly, but there is limited use of computers to make lessons more lively and interesting and allow pupils to practise their information and technology (ICT) skills. Assessment is secure and helps the teachers match the work to the individual needs of each child in the mixed-age classes. Pupils are therefore motivated to learn, attendance is very high, and they behave and concentrate superbly. The personal development and well-being of pupils is outstanding, as is their spiritual, moral, social and cultural development. All pupils are valued in the school, and feel safe and secure. Parents are very supportive of the school's provision.

The curriculum is good. Although opportunities for children to select their own activities are limited in Reception, the curriculum is broad, balanced and relevant. It contributes well to the pupils' enjoyment and prepares them well for the next stage of education and their future lives. There is a very well attended range of enrichment activities.

Leadership and management are good. The new headteacher has provided clear direction for the school, and the governors are responding to the challenges, although the monitoring of the teaching and learning is not yet fully in place. All staff share a common purpose and have high aspirations for the school and for each pupil. Data are now being used regularly to give a clearer overview of actions to be taken. The school is an open, friendly environment in which all its pupils develop and flourish. It provides good value for money, has improved well since the last inspection, and has a good capacity to improve further.

What the school should do to improve further

- Develop more opportunities for children in the Reception group to select their own activities.
- Develop the use of information and communication technology in teaching and learning to allow pupils to practise and improve their ICT skills.
- Monitor the quality of teaching and learning systematically.

Achievement and standards

Grade: 2

Achievement through the school of all groups of pupils, including those with learning difficulties or disabilities, is good. Children's levels of skills and understanding vary widely when they arrive in Reception, but are around the average. They settle quickly

into the school, and make good progress. Most achieve the expected levels by the start of Year 1 and a few exceed them. Pupils make good progress through Key Stages 1 and 2 and, in 2005, standards in English and mathematics were above the national averages at the end of Year 2 and well above average by the end of Year 6. The school met its challenging targets for Year 6 pupils' performance in the national tests in English in 2006, considerably exceeding the number of pupils expected to attain Level 5. Pupils continue to make good progress and standards in the current Year 6 are well above average. Standards and achievement in science were particularly positive in 2005, and in 2006 these standards were maintained.

Personal development and well-being

Grade: 1

Pupils enjoy coming to school immensely, behave extremely well and attendance levels are very high. This is a key factor in the progress they make. Parents greatly appreciate the care taken to introduce children to the school; as one parent wrote, 'My child has settled at school extremely well and is always happy to go in.'

Pupils have a very good knowledge of how to stay fit and are proud of the healthy choices they have requested, for example, water bottles and free fruit. Pupils feel safe in school and benefit from safety training, such as the 'Crucial Crew' initiative and cycling proficiency. Bullying is rare and pupils are confident that if upset or worried all staff are approachable. Self-esteem is very high. Pupils' spiritual, moral, social and cultural development is outstanding, although their awareness and understanding of the cultural differences in Britain is more limited than their good understanding of their own culture. Pupils consider those less fortunate through their support for a range of charity fund raising activities. Pupils' influence on how their school is run is excellent. The school council meets regularly and the members are particularly proud of their involvement in a range of initiatives. The school prepares all its pupils extremely well for their future life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. In the Reception group, children are taught basic skills well and make good progress in learning to read, write and calculate. In the mixed-age classes in Key Stages 1 and 2, planning is developed carefully to cater for the needs of pupils of all abilities, using topic work and cross-curricular links very effectively. Thorough assessment of individuals enables teachers to plan future work and ensures pupils' good progress. There is plenty of challenge for more able pupils. Pupils enjoy lessons, settle quickly, concentrate extremely well and work very hard. They are keen to succeed, responding enthusiastically to questions and tasks set. Pupils understand their individual targets and know how to improve in English and mathematics. The needs of those with learning difficulties are also addressed

through careful tracking of progress and the high quality use of support assistants. Teachers share clear targets at the start of lessons so pupils know what they will be learning, and in the best lessons check that targets are met. Teachers as yet do not use computers regularly enough in their classrooms to allow pupils to practise and improve their ICT skills.

Curriculum and other activities

Grade: 2

The addition of French, extensive instrumental tuition, visits and visitors enhance the curriculum greatly. There is good provision for all groups, such as those with learning difficulties and those who are more able, as a result of work being carefully tailored to the needs of all. A range of visits, including residential opportunities, enriches pupil's lives. The extra-curricular clubs are well attended and promote a range of sport, arts and music. The annual Christmas performance involves all children in a variety of ways and is appreciated by parents and others. Work in personal and social education, science and physical education promotes healthy lifestyles extremely well. There are many opportunities that help pupils to learn how to stay safe. There is good provision for the under-fives within the mixed-age class, but there are not enough activities that allow children to develop their independence, including access to more self-chosen outdoor activities to promote better creative and physical development.

Care, guidance and support

Grade: 1

The school's major strengths are its community spirit and teamwork within a healthy and happy environment. This is reflected in the high opinion that parents have of the way the school cares for their children - 'I value the school's belief that the children's happiness and well-being is important,' says a parent. Others praise the informative weekly newsletter and almost all are appreciative of the information they receive about their children's progress.

Assessment procedures are accurate and regular. Pupils have personal targets in English and mathematics that they understand and appreciate, as it helps them improve. Those with learning difficulties and/or disabilities are well supported and encouraged to do well. Excellent relationships, clear routines, high expectations and a caring atmosphere encourage pupils to take part and enjoy their learning. Child protection procedures are well established and statutory checks to safeguard pupils in place. The Reception children are well prepared for school by a number of induction visits and good liaison with pre- school settings.

Leadership and management

Grade: 2

The recently appointed headteacher has made a good start and, together with the governors, has a clear view of the strengths and areas for development. A team ethos

has been developed to ensure that high standards are maintained. Apart from the headteacher, all staff teach part time, but they all have a full-time commitment to the school. The school's self-evaluation is accurate, although the monitoring of the teaching and learning is not yet carried out and recorded systematically. The school's limited resources are used effectively. Parents are very supportive and many help around the school.

Subject leaders have been given responsibilities and support to develop their roles, have developed action plans and deliver training in their areas. For example, standards in literacy have been improved by the action taken to boost pupils' skills in writing. Strategic planning is strong and identifies priorities accurately.

Governors have developed a good understanding of their roles, and are now well informed through good day-to-day involvement in the school's work. They are now starting to support and challenge the school's performance more rigorously.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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	1

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?	2
How well are learners cared for, guided and supported?	1

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 performance is monitored, evaluated and improved to meet challenging targets	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	3
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

Two Ofsted inspectors recently visited your school. We would like to thank you for being so helpful and courteous during our visit. We enjoyed talking to you and visiting your lessons.

Here are the important things we found out about your school while we were with you:

- St Lucia's is a good school. You achieve good results and make good progress during your time in the school. This is because the school cares for you all extremely well and gives you outstanding support. The teachers work very well together to plan and provide for each of your needs.
- We were very impressed by how much you all enjoy the school, are punctual and attend very regularly. Your very positive attitudes to learning are helping you to succeed. The behaviour we saw in class and around the school was outstanding and you all acted sensibly and maturely.
- The school is led well, the teaching is good, and you are given lots of opportunities to extend your experiences. Good improvements have been made since the last inspection and to help the school improve even more.

The school has now been asked to:

- Give those of you in the Reception group more opportunities to choose your own work.
- Develop the use of computers in teaching and learning to allow you to practise your ICT skills.
- Check teaching and learning more closely.
- Thank you for the way in which you represented your school and yourselves during our time with you. We wish you well.