

Lydeard St Lawrence Community Primary School Profile

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Lydeard St Lawrence

Taunton, Somerset, TA4 3SF

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<http://www.lydeardstlawrenceprimary.co.uk>

Children's Service Authority:	Somerset
Age range:	5-11
Number of pupils:	78
Head teacher:	Mrs G Stripp
Chair of governors:	Mr R Harrison

What have been our successes this year?

The school has achieved both Healthy School status and the Active Mark. Teams and individuals have achieved considerable sporting success, including the football league. Healthy hot lunches and a daily fruit scheme continue to be very well supported by parents and pupils.

Our Yr 6 pupils have been a credit to the school, taking responsibility for many aspects of school life. They achieved an excellent 100% L4+ in all SATs subjects, exceeding their targets, and also won the very testing Wellington Maths Challenge, beating over 40 other Yr 6 teams. Our residential programme, including the Bristol trip, gives the children the opportunity to experience the wider world.

The Christmas production of Scrooge was a great success for audience and children and displayed the whole school commitment to excellence and enjoyment.

Liaison with Ladybirds playgroup, our Foundation Stage Agreement, and continued close planning adds value to both establishments.

Development of the School website has been very successful in giving parents and others information about the school.

School evaluation, corroborated by our School Improvement Advisor, is good in all areas.

All children in the school have tuition in a Modern Foreign Language.

What are we trying to improve?

- Literacy strand (reading and writing) - emphasis on pupil/teacher feedback and writing across the curriculum
- Develop roles of curriculum subject leaders
- Provision of extended services (such as after-school provision)
- Further improve the role of all Governors in monitoring and school self evaluation.
- Introduction of Social and Emotional Aspects of Learning to enhance school culture and behaviour policy.
- Gifted and talented – policy written and implemented, supported by Challenge Award through Community Learning Partnership funding.

How have our results changed over time?

- The children's performance has improved over the last 2 years, in both Key Stages.
- Science results have been consistently above national averages, with a continuing rise in Level 5 results (80% L5 in 2007)
- Value Added scores OF 101+ over the last three years have put the school in the top 25% of schools nationally, meaning that most children make expected or better than expected progress at school.
- Foundation Stage data shows progress above County and National averages.
- Children with SEN show consistently good progress.

How are we making sure that every child gets teaching to meet their individual needs?

Teaching is planned thoroughly from the National Strategy and curriculum frameworks. Planning is organised in the six areas of learning from FS to Yr6 and learning objectives are differentiated to take into account individuals and groups.

Improved record keeping and tracking of pupil progress enables focused programmes of work to be devised.

Children with special needs are identified early and Individual Education Plans are drawn up, in consultation with other professionals as necessary. Pupils receive support through intervention work such as ALS, Springboard, Quest and Wave 3. We are an inclusive school, offering a broad and balanced curriculum to all children.

We recognise that gifted and talented children have additional needs. These children can access enrichment programmes.

Flexible schooling has been supported for individual pupils.

Pupils have access to a wide range of opportunity outside school, often difficult to provide for pupils in rural areas such as swimming, team sports, and music.

PSHE is planned into the curriculum as an integral part of learning and SEAL will be embedded in whole school planning.

All staff are trained and fully up to date with new initiatives in modern education.

How are we working with parents and the community?

We encourage parents to work in partnership with the school and to become involved.

There are curriculum evenings and regular, well attended consultation meetings to discuss progress. Parents often speak informally with staff. Communication is encouraged via a home school diary. We are keen to deal with any parental concerns at a very early stage. We also make early contact if we feel the need.

There is an informal weekly newsletter. Parents are invited to special assemblies (Good Work Assemblies), concerts, sports events etc. Response forms about events and ideas provide us with valuable information.

Our PTFA supports us strongly and arranges a wide range of events for the school and wider community to enjoy.

We hold regular 'Make a Difference' days when parents, governors,pupils and staff work together to help in the refurbishment of the school.

Each parent is encouraged to sign the Home/School Agreement.

We offer a Breakfast Club before morning school.

We have strong links with the Playgroup, Church and local sports clubs.

Our links with Ladybirds have been formalised through a common Foundation Stage Agreement.

The school is part of the Monument CASS group, Wellington and Wiveliscombe CLP Group and Kingsmead Feeder group

What have pupils told us about the school, and what have we done as a result?

We work closely with, and provide a budget for the School Council. The school council provides us with a valuable source of information about what our pupils think. Yr 6 pupils also all contribute to Council discussions. Information is gleaned through class circle time and often fed back through the councillors.

They have contributed to the School development plan, the organisation of charity events, the spending of money and advised me of the desire to have hot school meals (which we now do).

Questionnaires show that the children feel safe and enjoy their education.

The children arranged for a suggestion box for the library and a compliments box to go in the school hall.

They have brought about positive changes to lunchtime through Playground Leaders. School Council wrote playground rules for after school use of playground. Pupils are very proud of the school and tell us when damage is done to it.

The children identify needs for the environment (like bicycle racks) and these are included in the new travel plan.

The library is now used as a lending resource for all pupils, with pupil librarians.

School Council organised questionnaires regarding school lunch development.

How do we make sure our pupils are healthy, safe and well-supported?

We have achieved **Healthy School status** and the sports **Active Mark**. Sports coaches are used to assist with lessons and clubs. Many pupils take part in extra curricular activities like football, tag rugby, cricket, dance etc. Playtimes are active and a healthy fruit snack is provided: We now have healthy weekly hot school meals. The drinking of water is encouraged. We have a water chiller and water fountain. Children have water in class.

Policies and procedures related to pupil safety are taken very seriously. Risk assessment is performed conscientiously. Regular health and safety checks are undertaken in school, by professionals and through a governing body subcommittee. Detailed child protection training has been undertaken by key members of staff. Reports of bullying are taken seriously.

Circle time is useful for discussion of worries. Nurture groups support vulnerable children. Older children assist as playground leaders.

Attendance is carefully monitored with School Social worker.

Implementation of SEAL activities and groups and class circle time enable children to discuss worries.

School rules concern safety and respect for others. Parental support in upholding these principles is very important to us.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

Our school compares very well with others and we have met our agreed attendance targets.

What activities and options are available to pupils?

In addition to a broad, balanced curriculum we offer a variety of after-school clubs: rugby, football, athletics, rounders, cricket, cross country, multi-skills, recorder, pottery, gardening.

Children take part in competitive matches and festivals of sport.

We provide the children with the opportunity to take part in swimming and gymnastics once a week, for two terms a year at a partner school.

Private piano, clarinet, guitar and saxophone lessons are offered. Recorders are taught to Class 2 as part of the Wide Horizons project.

Drama productions include all learners and half termly assemblies give children the opportunity to perform.

Year 5 and 6 attend an annual residential trip.

There are opportunities to attend the theatre and go on educational visits throughout the term.

Both school staff and Kingsmead staff provide French and Spanish.

Craftsmen and artists work alongside the children.

Tone Sports Partnership offers a wide range of experiences to children from Yr 1 - Yr6.

Local schools network provide opportunities for our gifted and talented pupils.

What do our pupils do after leaving this school?

The majority of our pupils go to Kingsmead, Wivesliscombe, but an increasing number transfer to Independent Schools.

Transition days to Kingsmead are held to try out the transport and sample the curriculum; specific subject days are offered - humanities, PE and Science for example.

We have links with the Independent sector (support for entrance exams).

Historically, a significant number of children move into and out of the private sector during primary years.

Ofsted's view of our school

The school accurately describes its effectiveness as satisfactory. Pupils are provided with a satisfactory quality of education and are adequately prepared for the next stage of their education. Achievement from Reception to Year 6 is satisfactory with pupils attaining average standards in English, mathematics and science. Teaching is satisfactory with good use made of teaching assistants to support learning. However, lessons do not always move at a fast enough pace. Planning does not fully meet the needs of all age groups and abilities, and pupils are not always clear about how they can improve their work. There are insufficient opportunities for the pupils to use their writing skills in subjects other than English. The satisfactory curriculum provision is enriched by sport, music and learning languages.

The quality and provision of the Foundation Stage in Class 1 is satisfactory. The children make satisfactory progress and most reach the expected levels by the start of Year 1.

Satisfactory leadership and management ensure the school makes sound progress. The headteacher is leading the school well, through a difficult phase following a great deal of change in staffing and membership of the governing body. Parents express much confidence in the headteacher's leadership skills and say they feel she is doing a good job of 'bringing the school up-to-date' and inspectors agree. This is evident from the transformation of the school building and grounds. The school still has some way to go in ensuring all governors are fully involved and in ensuring adequate leadership for subject areas by staff.

The care and support provided by the staff is of good quality. Many parents describe the atmosphere in school as 'friendly and supportive'. Consequently, personal development is good. Pupils enjoy school life, show positive attitudes in their work and play and keep healthy and fit and know how to keep themselves safe. Good provision for social and moral development ensures that behaviour is good. Pupils are responsible members of the school community and take responsibility for financial ventures. These help develop the skills that they will need in the future.

Date of last inspection: 21-Sep-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

It has been two years since the last inspection and good progress continues to be made. With the agreement of our School Improvement Partner our Self-evaluation shows that our school is now Good overall.

This has come about by:

- Clearly defined targets in writing are shared with all stakeholders and monitored in all areas of the curriculum. The marking policy is soon to be re-written to ensure good supportive feedback for pupils to promote learning.
- Good use of resources, including interactive whiteboards contributes to good delivery of lessons. The majority of observed lessons are good with appropriate levels of challenge for pupils.
- Subject leaders' action plans informing the School Development Plans and Subject leaders' monitoring having a positive impact on standards.
- Governors have established regular and effective monitoring, providing challenge to the school.
- Governors' committees have been re-constituted for better effectiveness and accountability.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01984 667287

Our website <http://www.lydeardstlawrenceprimary.co.uk>
