

# St Nicholas and St Laurence Church of England Primary School, Broadwey

Broadwey, Weymouth, Dorset, DT3 5DQ

**Inspection dates** 2–3 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils achieve exceptionally well at this school. Pupils of all abilities are constantly challenged and, as a result, make excellent progress in reading, writing and mathematics. The majority achieve at the higher Level 5 in reading.
- Children in the Reception class make excellent progress. The proportion who is well prepared to continue their education in Year 1 is above average.
- Pupils are keen and eager to learn. They are diligent in lessons and complete activities well, demonstrating a pride in their achievements.
- Pupils feel safe and know they are safe. They have excellent knowledge of how to stay safe on the internet. They know that there is always someone to talk to if they have any concerns.
- Teachers use feedback, marking and assessment exceptionally well. Pupils highly value this and say that it really helps them. Teachers have good knowledge of how to teach each subject. This, combined with their excellent knowledge of the pupils, means progress is rapid as teaching is specific to pupils' needs.
- Relationships at all levels are excellent. Pupils can clearly explain how they work together and support each other with learning.
- The headteacher, senior leaders and governors provide outstanding leadership. There is constant drive and ambition to continually improve which are widely shared by all the staff team and governors. Middle leaders check the progress of pupils rigorously so that timely, bespoke support is given to pupils when they need it.
- Music, art, drama and dance are taught creatively by specialist staff. This contributes strongly to the development of pupils as articulate and confident young people by the time they leave.
- The headteacher has enabled excellent team work throughout the school and made sure that everyone's skills are used to the best effect. This has led to rapid improvement in teaching and the resulting attainment and progress of pupils in reading, writing and mathematics.
- Governors are well equipped to hold the school to account and support the rapid improvements. They frequently check for themselves how well teaching and achievement have improved.
- The school's mission statement, 'together we hope, together we love, together we learn', strongly reflects the excellent teamwork that lies at the heart of the success at this school.
- Leaders' excellent practice has yet to be shared widely beyond the school.

## Information about this inspection

- The inspectors observed 13 lessons of which five were jointly observed with the headteacher. In addition, short visits were made to classrooms and an inspector listened to a sample of pupils in Year 1 read. The team reviewed samples of pupils' work in books to check their progress.
- Meetings were held with the headteacher, middle leaders, the Chair of the Governing Body and three other governors, two groups of pupils and a representative from the local authority. There were informal discussions with parents.
- The inspectors took account of the 36 responses to the online questionnaire (Parent View) and a recent questionnaire conducted by the school. The results of the 24 responses to the staff questionnaire were analysed.
- The inspectors looked at school documents, including information relating to checks on pupils' progress, plans for school improvement, records of the monitoring of teaching and learning, records relating to pupils' behaviour and attendance, the minutes of the governing body meetings and safeguarding documents.

## Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

Alison Botarelli

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- Most pupils are of White British origin.
- The early years provision is full time in the Reception class.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils who are eligible for pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority) is lower than average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The proportion of pupils who arrive and leave at times other than would be expected is higher than average, particularly in Years 5 and 6.
- The school works closely with neighbouring schools through the Chesil partnership.
- The school is situated on a campus with a secondary school, a special school and a pre-school.

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

- Increase the opportunities for senior and middle leaders to share their excellent practice widely, both locally and across the local authority.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher, working closely with all staff, has made sure that teaching is consistently good and outstanding, with a clear focus on continuously raising attainment and progress for all pupils. This, combined with high expectations of behaviour, equality of opportunity, no discrimination and teamwork at all levels, creates a culture where everyone can succeed.
- Accurate self-evaluation has led to clearly focused plans for improvement. These have measurable outcomes that are regularly checked, as recommended at the monitoring visit in September 2013, which have strongly contributed to the rapid gains in achievement of the pupils.
- All the areas for improvement identified at the previous inspection and monitoring visit have been fully addressed, including a significant improvement in attendance and reduction of the numbers of pupils who are persistently absent. This clearly demonstrates the school's ability to work with families who find working with the school more difficult.
- The school's excellent integration of high quality arts provision and its ethos as a Church of England school mean that pupils' social, moral, spiritual and cultural development is excellent.
- The other subjects and the high expectations of conduct make sure that pupils are well prepared for life in modern Britain. Pupils are tolerant and have a good understanding of democracy, for example. An active partnership with a school in Kenya makes sure that pupils are also aware of other people and cultures.
- Leadership responsibilities for mathematics, English, special educational needs, disadvantaged pupils and early years provision are shared with highly capable middle leaders. This enables comprehensive analysis of a good range of data. The resulting specific teaching in mathematics and phonics, for example, is given exactly at the right time to the pupils that need it, so accelerating progress rapidly.
- Performance of teachers is managed well and teaching is continually improving so that much is outstanding and is all consistently good. Teachers are rewarded appropriately for the achievement of the pupils they teach and their contribution to the school. As they said, 'We are all leaders.'
- Parents' views are fully considered and parents appreciate the clear explanations they receive about how their children are making progress. They say communication with parents is good and their children are doing really well at the school.
- The local authority is highly confident in the leadership of the school and is beginning to use senior leaders' skills more widely to provide support and training in other schools. The school received support following the previous inspection, but that has been significantly reduced now. The school is a member of the Chesil partnership of schools and is contributing to this through the sharing of best practice.
- Pupil premium is used highly effectively to make sure that eligible pupils receive individual support. This is closing the gap rapidly throughout the school and ensuring that the most-able pupils in this group achieve their full potential. This was confirmed by a recent visit from HMI.
- Sport funding is used effectively to extend pupils' opportunities to participate in different sports, such as basketball, and to use cycling as an alternative form of transport.
- Statutory safeguarding requirements are met. The school has an innovative database recording system that enables staff to log all concerns, and the headteacher to check and monitor incidents accurately and quickly.
- **The governance of the school:**
  - Governors have made sure that they have a good range of skills from business and education to enable them to fully hold the school to account. The committee structure enables the work of the governing body to be carried out efficiently. Frequent visits and comprehensive reports from the headteacher, other consultants and senior staff enable governors to check the work of the school accurately. They know how well the school is doing compared with others nationally. They are trained well to fully hold the school to account, knowing that teaching has rapidly improved and managing the performance of the headteacher effectively to maintain continuous improvement.
  - Governors know what actions have been taken to improve teaching and how good practice is rewarded.
  - Governors have made sure that pupil premium and sport funding are spent effectively. They are competent at ensuring the strategic direction of the school and are planning effectively for succession so that senior leaders can provide support to other schools. They are very much part of the whole school team, fully committed to raising standards for all the pupils of the school.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding. They are clearly focused on their learning, saying that no one is allowed to interrupt other pupils' learning. Teachers maintain high expectations of behaviour from pupils at all times.
- Pupils play well together in the playground and enjoy conversations at lunch time which has a calm and well-ordered atmosphere. Playground games are organised well by lunchtime staff. The '7Cs' (courteous, considerate, conscientious, caring, cooperative, confident and communicative) are used consistently by all staff and are well known by pupils. A 'script' is issued to a pupil for any behaviour which does not conform to these high expectations and pupils understand the consequences of this and say that it is highly effective in maintaining excellent behaviour.
- Pupils behave exceptionally well when taught by specialist teachers. For example, they relish the opportunity to learn about the effect of all forms of bullying through drama. They say that any incidents of bullying are rare and they are dealt with well by staff.
- There are notable examples of excellent improvements in behaviour and learning for those who find this more difficult. Pupils show maturity and understanding for each other, fully promoted through the '7Cs'

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Safety and security are paramount in the school. Comprehensive risk assessments are carried out for all activities within school and on visits.
- A wide range of specialist visitors comes into school to explain to pupils the potential threats to safety that they may encounter.
- Pupils, including the youngest, know exactly how to assess risk for themselves in outside play areas so that they use equipment safely.
- Pupils can clearly explain exactly how to stay safe on the internet, especially at home. They know how to check websites and that they must never pass on personal details.
- They know how to stay safe outside school, particularly on the road and at the beach.

## The quality of teaching is outstanding

- Teachers plan lessons that make sure pupils are highly motivated to succeed. They have high expectations of what pupils can achieve.
- Pupils know exactly what level of skill they have achieved in all calculation aspects of mathematics. This clear progression, fully understood by teachers, pupils, and parents, means that mathematics is taught well throughout the school. Pupils' knowledge of key concepts and skills is secure so that pupils can solve more complex problems.
- Reading is taught well so that pupils know their letters and sounds securely and they can quickly begin to enjoy reading for themselves. Older pupils enthusiastically describe the system for helping them select suitable books and compete for reading awards.
- Pupils enjoy writing and know exactly how to improve because of teachers' accurate comments on their work. Pupils are given opportunities to respond to these and they say this really helps them. Pupils demonstrate highly competent knowledge of spelling and grammar.
- The teaching of writing has improved, clearly demonstrated by the accelerating progress seen in pupils' books throughout the school. Year 6 pupils demonstrate confidence in applying their writing skills to a range of different purposes. Pupils in Year 3 confidently explained how they were constructing a story about an imaginary animal.
- Teachers and teaching assistants work seamlessly together to ensure that pupils fully understand what they need to do. Excellent questioning enables pupils to explain their learning and quickly correct any misunderstanding. Teaching assistants are trained well for their varied supporting roles.
- The teaching that individuals and small groups receive when they need to catch up quickly in reading, writing or mathematics is very well designed and delivered for pupils' specific needs.

## The achievement of pupils is outstanding

- Each cohort that enters the school varies considerably and there is a wide range of ability. Pupils who arrive in Years 5 and 6, and at other times, settle quickly and make good progress. They say that they

learn well at this school.

- The school makes sure that each individual pupil achieves the best that he or she possibly can. There are examples of outstanding progress throughout the school for specific groups of pupils because the school tracks the progress of individuals exceptionally well, providing additional support as soon as it is needed.
- Disabled pupils and those who have special educational needs make good progress throughout the school and there are individual examples of outstanding progress. They receive specific support for their individual needs, particularly for speech, language and communication and physical development.
- In Key Stage 1 all groups of pupils make good progress. Those who left the Reception class with skills below that which are expected for their age have made rapid gains. The phonic check at the end of Year 1 shows that the proportion achieving the expected standards is increasing and is now well above average.
- In 2014, disadvantaged pupils were one term ahead of other pupils nationally in mathematics, half a term ahead in reading and one and half terms behind in writing. Their attainment was similar to that of their classmates in mathematics, but they were half a term behind them in reading and two terms behind them in writing. The higher proportion of disadvantaged pupils in the current Year 6 cohort has made accelerated progress and a higher than average proportion is making more than expected progress in reading, writing and mathematics. All are achieving above the expected level.
- The most-able pupils achieve well at this school. Twice the national proportion is on track to achieve Level 6 in mathematics in 2015. The proportion achieving the higher Level 5 in reading and writing has increased each year and is now above average. Throughout the school the most-able pupils achieve well in reading, writing and mathematics.
- Reading is a strength of the school. In Years 1, 3 and 4 a third of pupils are already achieving above what would be expected for their age. Older pupils read a wide range of authors, enthusiastically explaining why they like them.
- Pupils achieved significantly above average in mathematics at the end of Key Stage 2 in 2014, and continue to do so.

### The early years provision

### is outstanding

- Most children arrive with skills below those typical for their age, especially in reading and writing. They make rapid and sustained progress in all areas of learning and development, particularly the core skills that they need to continue their education in Year 1.
- They have excellent knowledge of letters and sounds and the most able are writing detailed sentences by the end of the Reception year.
- Activities are planned that enable children to develop their social, communication and creative skills exceptionally well. For example, a group worked together to weave a giant spider's web. The children discussed how they could help each other so that they did not become trapped themselves. Some children explained how they could use saucerpans to create rhythmic music.
- All adults support children's learning exceptionally well. Careful questioning enables children to make excellent progress in communication.
- Excellent teaching, combined with accurate assessment, makes sure that all children make excellent progress. This is particularly the case for the large proportion who arrive at school with skills below those typical for their age, those who are disadvantaged or disabled and those who have special educational needs. The gaps are closing rapidly.
- Activities are so interesting and children are so engrossed in them so that their behaviour is excellent. For example, they can double numbers on a dice to decorate their ladybirds and explain how they are using an excellent range of materials to make models.
- Children use their own learning journey books well to record the progress they are making, especially with writing. These are shared very effectively with parents so that they also know exactly how well their children are doing at school.
- Leadership and management of the early years provision are excellent. Accurate checking of children's progress in all areas of development, combined with highly skilled teaching which immediately addresses areas of weakness, means that children make excellent progress.
- The work to ensure children are kept safe is outstanding. Children are safe and know how to assess risk for themselves, recording any potential dangers with photographs and explaining this to each other.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113834
<b>Local authority</b>	Dorset
<b>Inspection number</b>	462481

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Glanville
<b>Headteacher</b>	Helen Williams
<b>Date of previous school inspection</b>	5–6 June 2013
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