

St Lawrence C of E Primary School

Inspection report

Unique reference number	115687
Local authority	Gloucestershire
Inspection number	379124
Inspection dates	12–13 January 2012
Lead inspector	Paul Edwards

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Vicky Jones
Headteachers	Alison Lock and Cheryl Boulton
Date of previous school inspection	11 December 2008
School address	Wharf Lane Lechlade Gloucestershire GL7 3AU
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Age group	4–11
Inspection date(s)	12–13 January 2012
Inspection number	3379124



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Introduction

Inspection team

Paul Edwards

Additional inspector

Julie Fox

Additional inspector

This inspection was carried out with two days' notice. The inspection team visited 14 lessons, observing seven teachers. Meetings were held with the headteacher, senior leaders teaching staff, members of the governing body and groups of pupils. Meetings were not held with parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at governing body minutes, the systems for assessing and monitoring pupils' progress, safeguarding procedures, pupils' work, and teachers' planning and marking. Inspectors took account of questionnaires completed by 125 parents and carers and those completed by pupils and staff.

Information about the school

St Lawrence is an average-sized primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils who are disabled or have special educational needs is similar to that seen nationally. The school has Healthy Schools status and has been accredited with the International Schools award. A breakfast club, managed by the governing body, operates on the school site each morning during term time.

The school has exceeded the government's current floor targets for academic performance. The leadership of the school is shared between a headteacher who works three days a week and the deputy, who is acting headteacher two days a week.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school where pupils achieve well. The school's strong family ethos permeates school life and the very strong emphasis on increasing pupils' awareness of 'values' is a significant factor in enhancing pupils' outstanding spiritual, moral, social and cultural development.
- Children are provided with a good start in the Early Years Foundation Stage and this is built upon effectively throughout the rest of the school. The pupils' good progress results in attainment that is securely above average by the end of Year 6 in the key areas of reading, writing and mathematics. Occasionally in lessons, a small group of more-able pupils do not achieve as well as they should in mathematics because teachers do not always use information from pupils' prior learning to move them quickly on to more challenging activities.
- Teaching is mainly good. The pupils make particularly good progress in writing because teachers provide them with many interesting opportunities to write in different styles. Effective teaching of phonics and considerable support from parents and carers enable pupils of all abilities to develop good skills in reading. Teachers occasionally miss opportunities to enable more-able pupils to find things out for themselves in mathematics.
- Almost all parents responding to the parent questionnaire feel their children are kept safe and are well looked after in school. Most think that general behaviour around the school is good but a small number felt lessons are occasionally disrupted by poor behaviour. Overall behaviour is managed well and any lapses in good behaviour are caused by a very small number of pupils with known difficulties and rarely cause disruption to the learning of other pupils.
- School leaders have been successful in moving the school forward since the last inspection with particular improvement to the quality of writing across the school and the development of its curriculum. The governing body plays an influential role in the life of the school.

What does the school need to do to improve further?

- Accelerate the progress of the more-able pupils in mathematics by:
 - making sure work is always sufficiently challenging
 - ensuring assessment information is used effectively to pitch work at the

- correct level
- allowing them to move on to more challenging work sooner in lessons
- not always providing pupils with too much information, and encouraging them to find things out for themselves.

Main report

Achievement of pupils

Children enter the school with skills and abilities that are above those expected for their age. They make good progress in all areas of learning. Physical and creative skills develop well and they gain a good understanding of the world around them through a well-planned programme of work. A strong focus on learning letter sounds and basic writing and mathematical skills ensure they are well prepared for the next stage of their education. The effectively planned and implemented phonics programme continues throughout Years 1 and 2. Consequently, pupils of all abilities make good progress in reading and their attainment is securely above average by the end of Year 2 and Year 6. Pupils make good use of their skills throughout the school, reading for pleasure and researching topics.

Observations of lessons and an analysis of work show pupils are making good progress and achieving well. The gap in writing skills between boys and girls has narrowed considerably following a focus that has provided boys with activities that more closely match their interests and thus stimulate them to write. Boys and girls produce consistently high quality pieces of writing in a range of styles and with good punctuation, grammar and presentation. For example, pupils in Key Stage 2 have studied the Second World War and there are many examples of well-written reports of events and thoughtful letters sent home as evacuees. Pupils' writing skills are transferred well into other subjects so that their writing in geography and history, for example, reaches the same high standards as that in literacy activities.

The proportion of pupils attaining the higher levels in reading, writing and mathematics has been maintained year on year and is considerably above that seen nationally. However, in mathematics, the school rightly acknowledges that, although their achievement is good overall, occasionally a small number of more-able pupils – both boys and girls – do not always progress as quickly as they should. Where this is the case, they are often provided with too much information, inhibiting the opportunity for them to find things out for themselves. Most parents and carers feel their children are achieving well and have a good understanding of how they are progressing. Those parents and carers of children with disabilities and/or with special educational needs rightly comment that their children are well supported, enabling them to make good progress, a view supported by inspectors' observations. A few express concerns that more-able children might not be achieving as well as they should. Inspectors found that their achievement is good overall but the progress of some is limited in mathematics because they are insufficiently challenged in lessons.

Quality of teaching

Teachers engage pupils well in their learning; they are particularly effective in questioning pupils to determine what they know and to encourage those who are a little reluctant to respond. They require pupils to reply at length to explain their answers and this helps to develop their speaking skills and confidence effectively. Throughout the school, teachers provide good opportunities for pupils to discuss their thoughts and ideas with one another. For example, in an effective Year 4/5 lesson, pupils' understanding of simile, metaphor and onomatopoeia was enhanced through working in small groups as they studied *The Highwayman* by Alfred Noyes. Lessons have a good pace and there is little wasted time. Where teaching is not as strong, mainly in mathematics, teachers do not always encourage more-able pupils to move on to more challenging work soon enough in lessons through making the best use of their assessments of their prior learning.

Teachers have very high expectation of pupils' behaviour and of what they are capable of doing. Consequently, their writing, both in presentation and content, is almost always of a high standard. The teachers' marking in this aspect is particularly noteworthy, identifying clearly what the pupils have done well and how they might improve their work. Pupils have a sharp awareness of their learning targets and what they need to improve upon to reach the next level. Teachers provide considerable high quality opportunities for the pupils to develop their spiritual and social awareness through their celebration of values such as 'unconditional generosity'. The curriculum is planned very effectively to raise pupils' awareness of different cultures. Year 5 and 6 pupils are involved in a reciprocal exchange to a school in France every year and links with school in Uganda and China enhance pupils' awareness of people from different backgrounds. Teachers challenge gender stereotyping well through encouraging pupils to read books such as *The Turbulent Term of Tyke Tyler*. Pupils are also provided with many opportunities for pupils to develop their artistic, dramatic and musical skills. Many parents and carers commented on the quality of the end of year performance on the Second World War.

Teachers make very effective use of teaching and learning support assistants. They are well briefed and provide particularly effective support for those who find learning difficult or who have disabilities. The proportion of parents and carers responding to the inspection questionnaire was much higher than seen nationally and most felt that the quality of teaching was good, which was confirmed by inspectors' observations.

Behaviour and safety of pupils

Bullying is a rare occurrence and, according to pupils, when it happens, is dealt with effectively by staff. Most parents agree and very few have concerns. Pupils are very aware of different types of bullying, including cyber bullying, and know what to do and who to speak to should they have any worries. Almost all parents and carers responding to the questionnaire felt that their children were very well looked after and kept safe. Pupils said they felt extremely safe in school. Pupils get on particularly well with one another and this helps to ensure a pleasant working environment. A few parents expressed concern regarding the behaviour, particularly during lessons. During the inspection, behaviour in lessons and during break times was never less

than good. Discussions with pupils and staff and an analysis of the behaviour log show this is the norm. Pupils and staff say that the isolated incidents are not allowed to disrupt lessons and good strategies are in place to manage the small number of pupils who occasionally behave inappropriately.

Leadership and management

Since the previous inspection, school leaders have been successful in developing tracking procedures that have enabled them to keep a close check on the progress of all pupils and to implement interventions for those pupils at risk of underachieving. It has been effective in improving pupils' writing skills and closing the gap in attainment in this aspect between boys and girls. These good developments show the school is well prepared to sustain further improvements. The governing body makes a good and influential contribution to school improvement, supporting and holding school leaders to account for the quality of provision.

The curriculum is good. The introduction and development of a skills-based curriculum has been embraced by all staff. Time devoted to 'Arts Week' and 'Science Week', for example, is utilised well to add interest and variety to the curriculum. During the inspection, the pupils' interest in reading was stimulated as part of 'Book Week', with staff and pupils dressing up as characters from books. There is a wide range of visits and visitors that enrich pupils' learning, and participation by many pupils in sporting activities supports their healthy lifestyles. Spiritual, moral, social and cultural development is outstanding. The pupils are reflective and demonstrate a very strong social and moral awareness, supporting many charities and showing a strong empathy for those less fortunate than themselves. Pupils care very well for one another and the 'buddying' system, where older pupils look after their younger counterparts, is a clear example of this.

School leaders, including governors, ensure the safety of all pupils through stringent checks, and staff training ensures all are kept fully up to date with best practice. The governing body is rigorous in ensuring site safety and risk assessments for all activities are fully in place. Development planning is based well on accurate data, with strengths in provision being built on and weaknesses systematically and effectively tackled. The school ensures that discrimination in any form is not tolerated and promotes pupils' equality of opportunity well.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 January 2011

Dear Pupils

Inspection of St Lawrence C of E Primary School, Lechlade GL7 3AU

Thank you very much for being so welcoming when we visited your school recently. We enjoyed talking to you about your lessons and how much you enjoy learning, and also watching you work and play. You clearly enjoy your time at the school. We found that it is a good school and these are some of the things we found.

- School leaders are providing good leadership and working hard to provide you with a good curriculum that enables you to take part in many interesting and varied activities.
- Children in the Early Years Foundation Stage are provided with a good start to their schooling.
- Your attainment by the end of Year 6 is above average in English and mathematics.
- Although some of your parents expressed concern that lessons were disrupted due to poor behaviour, we found that behaviour was good, both in classes and around the school, and that you are kept safe. Almost all of you behaved well and you say that lessons are very rarely disrupted.
- Your attendance is above average, and you work hard and take pride in your work.
- Teachers provide you with interesting activities that are challenging.
- Your spiritual, moral, social and cultural development is outstanding, the result of the school placing a great emphasis on 'values' and your strong awareness of moral and social issues.

To make the school better, we have asked that the progress of the more-able pupils in mathematics is improved. This can be achieved by making sure the work is always sufficiently challenging; that teachers make good use of assessment information when planning activities; that you start on more challenging work sooner in lessons; and that you have more opportunities to find things out for yourselves. You can all help by telling your teachers if you find the work a little easy.

Yours sincerely

Paul Edwards
Lead inspector

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