

# St Lawrence CofE (Voluntary Aided) Primary School

Inspection report

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<b>Unique Reference Number</b>	130884
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	364019
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Michael Bartleman

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

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<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>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Sanchez
<b>Headteacher</b>	John Brine
<b>Date of previous school inspection</b>	15 May 2008
<b>School address</b>	Dog Lane Southam CV47 8LU
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<b>Email address</b>	admin3589@we-learn.com

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited a class assembly and 15 lessons, observing seven teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 89 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the quality of teaching in promoting learning and progress for all pupils?
- How effectively is the curriculum developed to raise attainment and to match pupils' interests and needs?
- The attainment and progress of pupils in Key Stage 1, particularly for more-able pupils.
- To what extent is the school eliminating inequalities in achievement between different groups, taking into account pupils of different abilities and gender.
- The effectiveness of governance, leaders and managers at all levels in tackling areas for improvement and taking decisive action to improve provision.

## Information about the school

St Lawrence CofE (Voluntary Aided) Primary School is a slightly smaller-than-average primary school. Most pupils come from a White British background and there are very few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is below average. The school's roll has increased since the last inspection. A Nursery class, known as 'Little Lawrences', was opened in 2009 to extend the Early Years Foundation Stage provision. The privately run breakfast and after-school clubs, held on the school premises, are reported upon separately.

**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 Lawrence Primary is a good school where pupils develop into well-rounded young people who are confident to take on new challenges and find learning fun. They concentrate well and are eager to show what they can do. Parents and carers agree, and one parent's comments were typical of many when they wrote: 'The teachers are fantastic! My child is very happy and enjoys school life. I am very happy with the progress she is making.'

Pupils' contribution to the school, the local community and to others less fortunate than themselves is excellent and attendance is high. They show empathy, care and responsibility, and make thoughtful and well-considered judgements. Their spiritual, moral, social and cultural awareness is outstanding. This is due to the good curriculum and to the school's excellent provision for community cohesion which helps pupils recognise their place in their own community and that of the world around them.

Children make a good start in their learning in the Early Years Foundation Stage classes, although the outdoor learning environment is not used to its full potential. In Years 1 to 6, pupils' progress and achievement are good despite some variations within this and the academic standards pupils reach by the end of Year 6 are above average and improving. The school has also successfully focused on extending the skills and knowledge of the more-able pupils, and the proportion of pupils reaching the higher standards of Level 3 in Year 2 and Level 5 in Year 6 are increasing. Overall, outcomes for all groups of pupils are good and this means St Lawrence prepares pupils well for the next stages of their lives.

Teaching is good overall although there are some inconsistencies. In the best lessons, pupils of all abilities make good progress because they are challenged and learning proceeds at a quick pace. Where lessons are not as effective, teachers do not consistently make clear their learning expectations, give pupils sufficient time to complete the task or use assessment information to plan work that meets the needs of all pupils. Marking does not consistently provide pupils with sufficient guidance on how to improve their work.

Pupils and their parents and carers very much appreciate the excellent care, guidance and support the school provides for them. This contributes greatly to pupils' learning and personal development, as does the pupils' good behaviour. Safeguarding procedures, including those for child protection, are robust and pupils are exceptionally well aware of how to keep themselves safe. All parents and carers who responded to the inspection questionnaire or spoke to inspectors feel their children are always safe and secure in school.

As a result of the good leadership of the headteacher and senior staff, and outstanding governance, the quality of teaching and learning has improved and attainment is rising. All initiatives are carefully selected and prioritised to meet the challenging targets the school

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sets itself. This is a school that knows itself well, with all staff working enthusiastically towards its aims, and has a strong determination to become outstanding. Its good capacity for further improvement is accelerating along with pupils' progress. The Early Years Foundation Stage is developing well under new leadership. Strong partnerships with a wide range of outside agencies support the school's work and enhance the learning opportunities of the pupils.

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

- By July 2012, ensure that at least 80% of pupils throughout the school are making good progress in English and maths by:
  - sharing the good practice that exists within the school
  - addressing the inconsistencies, especially those linked the pace of lessons, the clarity of teachers' explanations and reaching a balance between teacher talk and pupils having time to work independently
  - using assessment information to plan tasks which are appropriate and challenging for all groups
  - ensuring that marking pinpoints pupils' mistakes, guides them towards improvement and encourages them to take action to address their mistakes
  - providing additional opportunities for pupils to use their literacy and mathematical skills in other areas of the curriculum.
- Enhance the provision for children in the Early Years Foundation Stage by developing the outdoor learning environment.

## Outcomes for individuals and groups of pupils

<b>2</b>
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A whole-school approach and strong focus on improving teaching have had a positive impact on learning. Achievement is good and boys now achieve as well as the girls throughout the school. Children start school with skills and experiences that are similar to those expected for their ages. Inspection findings show that progress is good and accelerating strongly. Although there are still variations between English and mathematics, and between classes, these are closing rapidly. Improved attainment, particularly in the Early Years Foundation Stage and Key Stage 1 for all groups of pupils, is feeding into Key Stage 2. Pupils with special educational needs and/or disabilities gain from the individual or small group work often undertaken away from class that helps them to catch up and make good progress in English and mathematics. Pupils have competent information and communication technology (ICT) skills and they use computers well to research information in different subjects. They enjoy school, achieve well and have excellent attitudes to learning, all of which contribute to their good progress.

Parents and carers agree that their children enjoy school and feel safe. The secure building, absence of bullying and adults' good care provide a strong sense of safety for pupils. Outstanding spiritual, moral, social and cultural development is seen in the positive cooperation between pupils in lessons, in their interest and participation in the life of the school, and in the quality of their reflection. The school council takes an active part in making decisions, for example about the purchase of new equipment and about which charities to support.

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Pupils behave well and enjoy working individually, in pairs or in groups. This was clearly exemplified in a Year 5 class where pupils were asked to develop their own modern version of Macbeth. The pupils shared their ideas and used drama to develop their storylines before writing the scripts. Similarly, pupils in a Year 6 class enthusiastically discussed the selection of playground equipment. Pupils became quite animated as they debated their ideas, including those with special educational needs and/or disabilities who were well involved and keen to share their ideas. In some lessons, pupils make good or better progress in mathematics but the quality of learning is not as consistently good as it is now in English. Pupils with emotional or more complex learning difficulties receive well-targeted support and become confident learners, making good progress in relation to their starting points.

Pupils have a good awareness of what helps them to develop a healthy lifestyle and how to keep themselves safe. Pupils are keen to take on responsibility, for example as prefects, reading partners and buddies for younger children, and work hard to make their school a better place. They are highly involved in many activities in the local community, raising funds for both local and worldwide charities and also in helping with local projects. They have grown their own vegetables, written regularly in the parish magazine and entertained villagers with 'Nosh and Natter'.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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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## How effective is the provision?

Teachers and teaching assistants are a very strong team who frequently 'go the extra mile' to support pupils and extend their learning experiences. Teaching has a number of good features including good relationships, the use of praise, sharing ideas with a talk partner, the use of questioning and the deployment of teaching assistants. Despite a few inconsistencies, teaching is good overall and continuing to develop. Lesson planning is generally detailed but tasks are not always well enough matched to the different abilities within each class and sometimes lack sufficient challenge. Occasionally, explanations are too lengthy, with pupils spending too long on the carpet listening to adults. In these lessons, the pace of learning is too slow and there are not enough opportunities for pupils to contribute their ideas. Marking does not consistently provide pupils with sufficient guidance, although teachers are using assessment information more effectively to set targets and gauge progress.

Excellent care, support and guidance underpin all pupils' good development. The well-managed and targeted support for pupils with special educational needs and/or disabilities is particularly effective. This includes seeking additional support where necessary from external agencies and reflects the school's inclusive ethos.

The good curriculum is having a positive impact on all pupils, particularly the boys in their desire to write. Effective teaching strategies and the carefully adapted curriculum are developing more-able pupils well. This was seen when a group of Year 6 pupils returned from a mathematical enrichment session. The whole group were buzzing and full of discussions about extending the activity. Developing links between subjects, the use of specialists including sports coaches and Creative Partnerships, and the regular use of information communication technology make activities more relevant to pupils' interests. A varied and wide range of additional activities, visits and clubs enhance pupils' learning experiences well. The school has strong learning links with a school in Cheshire as well as schools in South Africa and Italy which promote greater understanding of the similarities between different cultures and backgrounds very effectively.

Induction arrangements into the Reception class and 'Little Lawrences' are good and close links with the local secondary school provide additional activities aimed at extending pupils' learning opportunities as well as easing transition.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## How effective are leadership and management?

The headteacher, together with the senior management team, provides the school community with a good sense of shared purpose and sets high expectations for pupils' achievement. Staff morale is high and there is a genuine desire among all to do the best for the pupils. Rigorous monitoring, coupled with searching analyses of assessment data, enable the school to devise very well-focused improvement plans to tackle decisively any weaknesses. The governing body is extremely supportive and effective, being fully aware of all aspects of school life. The governing body plays an important role in the school's success and in its strategic development, for example in the recent development of the nursery provision and in managing the school's increase in roll. Procedures for maintaining safeguarding are effectively managed which is evident in the pupils' perceptive understanding of how to keep themselves safe, and their parents' and carers' praise for the school in these matters.

Partnerships with parents and carers are good. Their views are valued and influence decisions made by the school. The school promotes equality of opportunity well, as reflected in good outcomes for all groups of pupils and a lack of any discrimination. The school has successfully narrowed the gap between the performance of boys and girls and raised attainment, particularly of more-able pupils throughout the school. The school makes an excellent contribution to community cohesion and promotes a harmonious community. Pupils learn about different faiths, cultures and social backgrounds through the religious education curriculum, visits by people from different backgrounds and good links with other schools and parishes, both in this country and across the world. During a recent themed week about India, pupils visited a local city, bought clothes and food which enhanced their Indian Dance Day. This has resulted in an advanced understanding and respect amongst pupils for different cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

The Early Years Foundation Stage gives children a good start to their education. The provision is effectively managed to enable children to confidently and independently access a wide range of activities. Constant language development is integral with all that goes on. A good emphasis is given to practical activities which interest children. For example, while studying butterflies the children were questioned well by the classteacher, extending their knowledge and vocabulary. During time in the construction area outside, many 'Bob the Builders' were confidently explaining the steps they were taking to build a wall which developed mathematical language and social skills well. Assessment is accurate and used to guide planning to meet the needs of the children. Attainment is currently above that expected for the end of Reception, with many children making good or outstanding progress. This represents improved attainment over the last three years, which is subsequently raising attainment in Key Stage 1. Close and effective partnerships with parents and carers encourage good home/school links. Good quality records of children's progress in their 'Learning Journeys' assists in sharing children's progress with their parents and carers, as well as helping staff to plot the progress of individuals.

The Early Years Foundation Stage is well led and managed. It is safe and secure, and staff take very good care of all children. The new leadership is promoting strong teamwork among the staff and there is a real enthusiasm from the whole team to achieve the very best for the children. As a result, children are making better progress than in previous years.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The proportion of responses to the questionnaire was average for a primary school of this size. A large majority of parents and carers are happy with the provision for their children. They speak highly of the teaching and curriculum that help their children do well at school. They feel their children are safe and prepared well for the future. They say the school is well led and that the headteacher makes an important contribution to the school's effectiveness. These positive comments reflect the inspection findings.

A few parents felt that their child's needs are not being met, that they were not making sufficient progress and that their views were not listened to, particularly with regard to the school's increasing roll. The inspection team looked into these concerns and found that the school engages well with parents and carers. In its recommendations, the team has identified where the school should improve the quality of children's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Lawrence CofE (Voluntary Aided) 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	72	23	26	1	1	1	1
The school keeps my child safe	70	79	19	21	0	0	0	0
My school informs me about my child's progress	43	48	37	42	7	8	1	1
My child is making enough progress at this school	42	47	35	39	10	11	1	1
The teaching is good at this school	51	57	33	37	4	4	0	0
The school helps me to support my child's learning	45	51	37	42	5	6	0	0
The school helps my child to have a healthy lifestyle	52	58	36	40	0	0	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)	62	70	22	25	2	2	0	0
The school meets my child's particular needs	55	62	24	27	6	7	3	3
The school deals effectively with unacceptable behaviour	48	54	32	36	4	4	2	2
The school takes account of my suggestions and concerns	42	47	40	45	5	6	1	1
The school is led and managed effectively	64	72	24	27	1	1	0	0
Overall, I am happy with my child's experience at this school	62	70	22	25	2	2	1	1

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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



23 June 2011

Dear Pupils

**Inspection of St Lawrence CofE (Voluntary Aided) Primary School, Napton, CV47 8LU**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire. Inspectors judge that you go to a school that gives you a good education.

These are the main things that we found out about your school.

Your school is welcoming and sets a positive climate for your learning.

You enjoy school, feel very safe and your behaviour in lessons and around the school is good.

You have good relationships with the adults who take good care of you.

You make outstanding contributions to your school and community.

Most of your parents and carers are pleased with your experience at school.

Your attainment in English and mathematics by the end of Year 6 is above average, and your progress across the school is good.

We have also asked your school to make some further improvements.

Make sure that more of you make faster progress. We have directed that more of the lessons should be good or better. As part of this, we have asked the school to make sure that every teacher sets a consistently good pace in lessons, and that marking gives you more feedback about improving the quality of your work.

To ensure that the work you are given is challenging and builds on previous lessons, and that you have enough time to complete the task well.

To develop the Reception and Nursery classes' outside area.

You can help too by working hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Michael Bartleman

Lead inspector

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