

# St Lawrence C of E Primary School

Church Road, Stone Street, Sevenoaks, Kent, TN15 0LN

**Inspection dates** 17–18 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The proportion of pupils making and exceeding typically expected progress compares favourably with the national picture.
- Results for Year 6 pupils in 2012 show attainment to be well above average in English and mathematics.
- Children make a good start in the Early Years Foundation Stage because they are encouraged to explore and talk about their interests.
- The quality of teaching is at least good. Pupils engage enthusiastically in the work teachers have planned for them.
- Behaviour of pupils is outstanding. They talk confidently about their learning and work well together.
- Attendance has improved since the last inspection and is now higher than the national average.
- The monitoring of teaching and the school's performance by the headteacher is strong. Her leadership has ensured teachers and other adults work confidently together as a team.
- The governing body has a clear understanding of the school's effectiveness and is fully committed to improving the school further.

### It is not yet an outstanding school because

- Pupils, especially in Key Stage 2, are not always clear about their targets for improvement and how to achieve them.
- While teaching is good, teachers do not provide sufficient opportunities for pupils to check their own progress.
- Teachers do not always adapt the pace of learning as necessary to ensure pupils can make even better progress.

## Information about this inspection

- The inspector observed eight lessons, including whole-school guided reading sessions. Two were joint lesson observations with the headteacher.
- The inspector met with pupils and talked to them about their written work and listened to pupils read from Years 2 and 6.
- Meetings were held with the chair and a member of the governing body, senior leaders and a representative of the local authority.
- Documentation relating to safeguarding, performance management of staff, the tracking and assessment of pupils' attainment and progress, attendance data and records of governor's meetings were all looked at.
- The inspector also visited the school's website and observed pupils during their lunchtime.
- The inspector took account of 23 responses to the online questionnaire (Parent View). Questionnaires from staff were also considered.

## Inspection team

Howard Jones, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school.
- The majority of the pupils come from a White British background. The proportion of pupils on roll from minority ethnic heritages is average while the proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils receiving support from pupil premium funding, including those eligible for free school meals, looked-after children and from service families, is below average.
- The proportion of pupils supported at school action is below that found nationally. The proportion who are supported at school action plus or who have a statement of special educational needs is above average.
- The school does not use alternative provision.
- The school meets the government's floor targets, which set the minimum expectations for pupils' attainment and progress.

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

- Improve achievement from good to outstanding by:
  - ensuring targets set for pupils enable them to see more clearly how to progress to the next level, especially in Key Stage 2.
- Increase the proportion of outstanding teaching to enable more pupils to make outstanding progress by:
  - teachers adapting the pace of learning as necessary so that all pupils make appropriate levels of progress at all times
  - providing more frequent opportunities for pupils to check their own progress.

## Inspection judgements

### The achievement of pupils is good

- Attainment rose sharply in 2012, especially in English. Tests results show attainment to be well above average in both English and mathematics. The proportion of pupils making and exceeding typically expected progress compares favourably with the national picture.
- In all classes, pupils talk confidently about their learning. However, pupils, especially in Key Stage 2, are not always clear about what level they are working at. They are not always sure about their targets for improvement and what features and areas they need to work on to achieve the next level.
- Children make good progress in the Early Years Foundation Stage. This is because of the strong emphasis on developing language and literacy skills. For example, following a theme based around Antarctica, children talk about its features and use their ideas to explore further.
- Pupils continue to make good progress in Key Stage 1. Pupils who took the national phonics screening test in Year 1 achieved above the national average. Progress in writing has improved since the last inspection. Pupils use subject vocabulary confidently and demonstrate deep understanding across subjects, for example, in science.
- Pupils enjoy reading across a variety of texts. They enthusiastically participate in the guided reading sessions where groups of pupils read with adults and talk about the characters and story themes. Pupils explore the meaning of new words together and how they might use them in their own writing.
- Pupils for whom the school receives extra funding make good progress. They achieve as well as other pupils nationally. These pupils do especially well in mathematics in Key Stage 2. This is because their progress is checked carefully and various activities are used to support their learning.
- Pupils from ethnic minority backgrounds and those who speak English as an additional language make progress in line with their classmates. Disabled pupils and those with special educational needs make good progress. Regardless of need, pupils remain fully engaged with their learning. Pupils do well in writing, especially in Year 6 where a range of activities ensures they access confidently the tasks planned for them.
- Parents and carers who responded to the online questionnaire are positive about the achievement of their children.

### The quality of teaching is good

- Relationships between teachers and pupils are positive. Consequently, pupils engage purposefully on the activities set for them. They work equally well together and share their ideas to support each other when they have opportunities to apply their skills through group work.
- In the Reception Year, teachers and other adults make learning enjoyable. Adults take every opportunity to develop children's language through focused questioning, for example, in talking about their choice of shades of blue while painting a model of an Antarctica landscape.
- Teachers skilfully use activities to structure learning, for example, in Year 2 where pupils were challenged to plan a fair test to develop their understanding of different materials. Through extended questioning by the teacher, pupils were required to reflect on their learning and used subject vocabulary confidently in their responses.
- Teachers use a range of techniques to improve pupils' literacy skills. In a Year 3 and 4 literacy lesson, pupils used coloured pens to analyse a diagram from which they then went on to construct their own paragraphs. Pupils' engagement was sustained throughout as they applied their understanding.
- Teachers have good subject knowledge. For example, in a Year 5 and 6 mathematics lesson, the lesson's objectives were shared with pupils, who were subsequently challenged to deepen their knowledge and understanding of angles and develop their skills of independence.

- Where teaching is less successful, teachers do not respond quickly enough to the progress pupils are making. Consequently, they do not ensure the pace of learning is adapted to ensure all pupils make even better-than-expected progress or provide sufficient opportunities for pupils to check their own progress.
- Assessment and marking are regular. Teachers use the school's system, 'Green for Growth', to make written comments on pupils' work. However, pupils are not always clear about their targets for improvement or how to achieve them through next-steps improvements.
- Other adults are skilful in ensuring pupils' individual needs are met. Consequently, those pupils with special educational needs have targeted support to encourage independence in their learning activities. They make progress at least equal to that of their peers.

### **The behaviour and safety of pupils** are outstanding

- Behaviour of pupils is outstanding. They talk confidently about their learning and enjoy participating in all aspects of school life. The strong Christian ethos across the school is reflected in the pupils' relationships with each other and between staff and pupils.
- Pupils' attitudes to learning are very positive. Pupils are enthusiastic across all their subjects. They are attentive and are quick to move to their tasks or, when required, to work collaboratively and share their ideas during group work.
- Pupils have a developed understanding of risk and how to keep safe. The school has provided opportunities for pupils to develop their understanding of how to use the internet safely. Pupils say they feel safe.
- Incidents of bullying are rare and pupils say this is not a problem and that there is no cyber-bullying. Pupils show considerable support for one another, regardless of their background. They say their teachers are skilled in helping them understand how to treat others fairly.
- Attendance is high across the school and for most groups of pupils. This is because of the effective work the school has done since the last inspection.

### **The leadership and management** are good

- The headteacher provides a strong focus for improvement. She is ably supported by the assistant headteacher and together have ensured that all staff are supportive of each other in sharing ambitions to further raise achievement for all pupils. There is a real team feeling among the staff, who overwhelmingly value being part of the school.
- The process of checking teaching is thorough and routine. Feedback to teachers to help them improve is linked well to annual targets and performance management for improving pupils' learning. Teachers observe and learn from one another because they are committed to improving the learning experience of pupils.
- The local authority has provided effective guidance but there is now only minimal support because of the recognised strengths of the leadership team.
- There is strategic provision for pupils who need extra help. Consequently, a range of activities to support their learning across the school are in place, with a positive outcome for these pupils, who have equal opportunities to access every aspect of school life.
- The subjects taught comprehensively support reading and writing across the school. A strong feature is the guided reading sessions which take place. The use of information and communication technology, especially in mathematics, ensures pupils apply their skills across all aspects of their learning.
- The school's Christian ethos provides a strong sense of community. The spiritual, moral, social and cultural experience of pupils is well developed. Pupils especially enjoy singing. They have recently visited the Royal Opera House and participate in a range of activities which enhance their self-confidence and self-esteem.

■ **The governance of the school:**

Governors are highly effective and have a comprehensive understanding of the school's strengths and aspects for development. They are involved in the initiatives to improve the quality of teaching and know how staff salary progression is being addressed. They are eager to further develop their role through training. Governors check the work of the headteacher against performance targets and provide challenge where they consider it necessary, especially regarding pupil achievement. They have a clear understanding of how the additional funding the school receives for pupils who need extra help is being used and monitor its impact for pupils. The arrangements for safeguarding pupils meet statutory requirements.

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## 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>	118704
<b>Local authority</b>	Kent
<b>Inspection number</b>	403359

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>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Hudson
<b>Headteacher</b>	Alison Saunders
<b>Date of previous school inspection</b>	18 September 2007
<b>Telephone number</b>	01732 761393
<b>Fax number</b>	08454 680638
<b>Email address</b>	headteacher@st-lawrence-sevenoaks.kent.sch.uk



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