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Miss Caroline Owen  
Headteacher  
St Laurence CofE VA Primary School  
Collingwood Road  
Long Eaton  
Nottinghamshire  
NG10 1DR

Dear Miss Owen

**Special measures: monitoring inspection of St Laurence CofE Primary School**

Following my visit to your school on 15–16 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in February 2012. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Derbyshire.

Yours sincerely

Dorothy Bathgate  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in February 2012**

- Under the guidance of the headteacher, develop the capacity of the leaders and managers to ensure that effective steps are taken to remedy weaknesses that affect pupils' achievement and increase consistency across the school by:
  - raising attainment in English and mathematics in all classes
  - securing better teaching in all areas and accelerating progress in reading and mathematics
  - establishing a curriculum that allows pupils to progress consistently well in all classes
  - applying rigorous systems for monitoring all aspects of the school's work, including the consistent implementation of the policy for the effective marking of pupils' work.
  
- Ensure that, by September 2012, staff use robust assessment information to set challenging targets for all pupils, which are explained to pupils and shared with all staff, parents and carers.
  
- Immediately devise appropriate policies for the effective management of behaviour and for pupils' punctual arrival at school, ensuring procedures are understood by pupils, parents and carers and all staff, and are consistently applied.

## **Special measures: monitoring of St Laurence CofE VA Primary School**

### **Report from the fourth monitoring inspection on 15–16 May 2013**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the headteacher, senior leaders, a group of pupils, the Chair of the Governing Body, and representatives of the local authority. The inspector visited six classes to observe teaching and learning and evaluated a sample of pupils' work.

#### **Context**

Since the previous inspection, two part-time teachers have left the school. One permanent, part-time teacher has been appointed.

#### **Achievement of pupils at the school**

Their work in lessons and the most recent assessments indicate that pupils' achievement in reading, writing and mathematics is improving. This improved progress includes pupils who are eligible for the pupil premium (additional funding allocated to support those who are known to be eligible for free school meals and pupils who are in local authority care). This improvement reflects an increasing amount of good teaching.

The proportion of pupils reaching the expected levels for their age in Years 1 to 6 is increasing. Attainment at the end of Year 6 in English and mathematics is rising and is closing the gap with national expectations. At the current rate of improvement, the school is on course to meet the government's floor targets for Year 6, which sets the minimum national expectation for pupils' attainment and progress. However, in Year 2, attainment is low. Pupils have not made the necessary progress to reach the standards expected for their age because of poor teaching for a significant part of this year. Although teaching in Year 2 is now good, there remains a severe legacy of underachievement.

In the Early Years Foundation Stage, children continue to achieve well. This is because assessment is used effectively to plan targeted activities that build on children's prior learning. Children thoroughly enjoy learning and playing together. They concentrate for long periods of time on a wide range of exciting and stimulating activities. As a result, their social, speaking and listening, literacy and numeracy skills are developing well.

#### **The quality of teaching**

The quality of teaching continues to improve. The headteacher, well supported by the local authority, has driven improvements to teaching and, as a result, the

proportion of lessons where teaching is good or better is growing. There is no inadequate teaching and little that requires improvement. This improvement in the quality of teaching is mainly responsible for the upturn in pupils' achievement.

The teaching seen on this visit was mainly judged to be good. In good or outstanding lessons, pupils are more engaged and the work provided is suitably challenging. Teachers demonstrate confidence in using assessment information about pupils' progress and attainment to plan work that meets the needs of all pupils. In Year 1, there is scope to extend learning further. This is because staff do not always plan independent learning activities with enough attention to the learning that might be expected and, as a result, children do not engage purposefully with them.

The individual pupil target tracking sheet, which was new at the time of the previous monitoring visit, is now fully embedded throughout Key Stage 1 and Key Stage 2. Pupils are generally confident in discussing their targets and are familiar with the expectations set for them when working towards the next target. Marking continues to help pupils, and teachers' comments in pupils' writing books frequently pinpoint specific areas for improvement. In the mathematics work scrutinised during this inspection, teachers were clearly pointing out the reasons why pupils made errors but, sometimes, were not providing enough opportunities for them to self-correct.

Pupils are becoming more engaged in a wider range of topics, visits and projects which broaden their learning experiences and horizons. In addition to making learning more interesting and enjoyable, pupils have growing opportunities to practise and improve their basic literacy and mathematics skills. Consequently, pupils report that they enjoy their lessons and demonstrate that they are keen to learn. This growing enthusiasm for learning is a contributory factor to them making better progress.

Progress since the last monitoring inspection on the areas for improvement:

- ensure that staff use robust assessment information to set challenging targets for all pupils, which are explained to pupils and shared with all staff, parents and carers – good.

## **Behaviour and safety of pupils**

Pupils' behaviour is consistently good or better. Typically, pupils are keen to learn new skills and particularly enjoy activities where they can make decisions and share ideas with each other. In nearly all lessons, pupils are keen to work hard and they stay on task, especially when activities are stimulating, varied and challenging. The nurture group is providing highly effective support to pupils identified as having behavioural or emotional needs and the carefully planned sessions are helping to remove barriers to learning. Pupils report that school is a happy and safe place to be.

Progress since the last monitoring inspection on the areas for improvement:

- devise appropriate policies for the effective management of behaviour and for pupils' punctual arrival at school, ensuring procedures are understood by pupils, parents, carers and all staff, and are consistently applied – good.

### **The quality of leadership and management of the school**

The headteacher demonstrates effective leadership skills. The challenge she is currently facing is the transition from the temporary senior leadership team, in place at the present time, to a permanent one in September.

The two temporary assistant headteachers are making a positive contribution to moving the school forward. They are effective as senior leaders because they clearly understand their roles and responsibilities. They also demonstrate that they are good teachers in their own right. This has brought improved, but temporary, leadership capacity to the school and, consequently, progress on this area for improvement remains satisfactory.

Senior leaders and subject leaders, as well as the governing body, are well aware of the challenge facing the school as it embraces a new leadership team and structure. However, the school has now put in place the necessary building blocks and foundations for sustained improvement, including the delegation of monitoring and evaluation activities, to build further and sustained leadership capacity across the school.

The governing body is becoming a strength of the school. It is insightful about the school's progress and vigilant about the school's work. Its good level of engagement is enabling it to challenge the school's performance. Governors demonstrate a competent understanding of the measures that indicate that the school is improving.

Safeguarding documents were checked during the monitoring visit and continue to meet requirements.

Progress since the last monitoring inspection on the areas for improvement:

- develop the capacity of the leaders and managers to ensure that effective steps are taken to remedy weaknesses that affect pupils' achievement and increase consistency across the school – satisfactory.

### **External support**

Since the previous monitoring visit, the local authority has continued to provide good support to the school, well tailored to its needs. This has been a significant contributory factor in enabling the school to continue to improve the quality of

teaching and learning, although this has been increasingly driven by the senior leadership team.