

Inspection of a school judged good for overall effectiveness before September 2024: St Laurence's CofE Primary School

Old Church Road, Coventry, West Midlands, CV6 7ED

Inspection dates:

19 and 20 November 2024

Outcome

St Laurence's CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher is Michelle Cuskelly. This school is part of the Diocese of Coventry Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Michael Cowland and overseen by a board of trustees, chaired by Barry Cockcroft.

What is it like to attend this school?

St Laurence's CofE is very distinct in its community spirit. Pupils live out the school's vision of 'Growing in faith, living in hope, learning to love.' They show a genuine care for each other. There is a lovely, calm and purposeful atmosphere in school. Pupils are happy and proud to attend.

The school wants the very best for everyone and pupils are at the heart of all it does. Staff have high expectations of all pupils, and pupils respond well to these. Pupils from Reception to Year 6 benefit from an exciting and engaging curriculum. Pupils enjoy their learning and talk excitedly about it.

Pupils behave well. They understand the school's high expectations of their behaviour both in lessons and at play. Pupils benefit from staff knowing them very well as individuals. Pupils are confident that if they have any worries, there is always an adult in the school who will listen and help.

Pupils benefit from the many opportunities the school offers. Pupils take on various leadership roles, such as sports ambassadors, tech gurus, mathematics leads and house captains. These experiences give pupils opportunities to take responsibility in school and develop their confidence.

What does the school do well and what does it need to do better?

The curriculum is broad and ambitious for all pupils. This includes disadvantaged pupils and those with special education needs and/or disabilities (SEND). Pupils build on their knowledge as they move through the school. The curriculum has recently been redesigned in some subjects to build in more cultural diversity and links with the local area. Lessons are designed to be practical and engaging. Visits and visitors in school enrich the curriculum and bring learning to life. Some pupils recall their learning securely. For example, in science pupils could explain about light sources and how light travels. However, there are occasions when the learning activities given to pupils do not always support them to know and remember key knowledge. When this is the case, some pupils struggle to recall the important knowledge they need.

The school fosters a love of reading. It is a real strength of the school. Books are carefully selected for the age and interests of the pupils. The school carefully builds upon and checks how well pupils learn phonics. Children in the Reception Year learn phonics promptly and staff ensure children have as much practice as they need. Staff demonstrate expertise in their application of the school's phonics programme. Any gaps in knowledge are swiftly identified and supported through regular keep-up and catch-up sessions for those pupils who need it. The development of reading skills continues with a focus on developing pupils' reading fluency and comprehension.

The school ensures that staff receive the training they need to help them meet the needs of pupils with SEND. This means they choose resources well and make effective adaptations to support pupils with SEND. These pupils rightly follow the full curriculum. The school works well with parents and carers and other professionals to ensure that pupils get the extra help and support that they need.

The school has high expectations for behaviour and attitudes. The school teaches a learning behaviours programme. This includes opportunities for the pupils to approach their learning with resilience, curiosity and pride. Pupils know and follow the school's expectations well. Pupils' attendance is a high priority for the school. It communicates the importance of regular attendance at every opportunity. The school works closely with families where attendance is a concern. As a result, pupils attend school well.

The personal development and well-being of pupils underpins the school's ethos. Pupils are well prepared for life in modern Britain. They learn about democratic processes through voting for new house captains. Pupils understand about healthy relationships and know what it means to be a good friend. Pupils know how to keep themselves safe. They enjoy the enrichment experiences that the school provides. They benefit from a wide range of trips and external visitors which enhance the curriculum. Pupils develop their talents and interests through music, arts and sporting activities.

Staff are proud to work at the school. Leaders consider the well-being of all staff members. Governors and trustees are knowledgeable about the curriculum. They work effectively in partnership with school leaders to further develop and strengthen the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

Information for the school and appropriate authority

- In some subjects the learning activities given to pupils do not always support them to know and remember key knowledge. When this is the case, some pupils struggle to recall the important knowledge they need. The school needs to make sure that the activities staff choose will help all pupils to build knowledge as intended.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in March 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139383
Local authority	Coventry
Inspection number	10344001
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	Board of trustees
Chair of trust	Barry Cockcroft
CEO of the trust	Michael Cowland
Headteacher	Michelle Cuskelly
Website	www.stlaurences.covmat.org
Date of previous inspection	19 March 2019, under section 8 of the Education Act 2005

Information about this school

- Since the most recent inspection the headteacher is now also the executive headteacher another school in the trust. The deputy headteacher took up her post in September 2024.
- The most recent diocesan section 48 inspection of the school took place in September 2024. The next inspection will be within five years of the previous section 48 inspection.
- The school does not use any providers of alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with senior leaders, staff and pupils. The inspector also met with the head of education within the diocese of Coventry multi academy trust and those responsible for governance.
- The inspector focused inspection activity on the following aspects of the curriculum: early reading, mathematics, history and science. For each focus area the inspector visited a sample of lessons, looked at pupils' books and spoke with teachers and pupils about their learning.
- The inspector spoke to leaders and reviewed information about the curriculum in some other subjects.
- The inspector spoke to leaders about pupils' behaviour, attendance, policies, and procedures. The inspector observed pupils' behaviour in lessons and around school and discussed the school's analysis of attendance with leaders.
- The inspector spoke with parents and staff. They considered the responses to the online survey, Ofsted Parent View. She also took into consideration the online staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

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