

Inspection of Lapworth CofE Primary School

Station Lane, Lapworth, Solihull, Warwickshire B94 6LT

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

The strong moral values of Lapworth CofE Primary School permeate through every aspect of the education it offers its pupils. These values are shared and lived out each day by the pupils and staff at the school. The school has high expectations for all its pupils, and they achieve well.

Pupils enjoy coming to school, and they feel safe. They say behaviour is good at Lapworth, and they are right. Pupils are proud of their various leadership roles, and they take their responsibilities seriously. Older pupils are role models for younger pupils through their roles as 'maths ambassadors' and in their leadership of 'family groups'.

The personal development of pupils is exceptional. Pupils have a mature, global view of the world and a deep understanding of fundamental British values. Everyone is genuinely welcome, and all are included in the life of the school. Through its charitable and ecological work, this is a small school making a big impact on its community and wider area.

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

The school is ambitious for all pupils to do well, including those with special educational needs and/or disabilities (SEND). Children in the early years get off to a strong start in many areas of the curriculum. This continues through their schooling to the end of key stage 2.

Children begin their reading journey from the start of pre-school, learning new sounds and rhymes and enjoying the stories that are read to them. As they move into Reception, phonics is well taught. By Year 1, most pupils read books that are well matched to the sounds they know. Those that fall behind with their reading catch up quickly. Most pupils leave key stage 1 reading fluently and enjoying reading. In other curriculum areas in the early years, opportunities to deepen learning are sometimes missed. In some cases, some adults' questioning does not maximise learning opportunities. As a result, some early years children are not as secure in their understanding as they could be.

Mathematics is taught well from early years through to the end of key stage 2. There is a consistent and exciting approach to the teaching of mathematics that is more practically based to ensure that pupils really understand their learning and can apply this in a variety of contexts. As a result, standards across the school are rising, and pupils are confident and secure in most aspects of mathematics while enjoying their learning. Teachers adapt work for those pupils with SEND to ensure that they receive the full curriculum on offer, and they too achieve well.

While early reading and mathematics are subjects with effective learning sequences, some other subjects are not as coherently planned out. In these subjects, this impacts what pupils know, remember and can do, as staff are not always as clear on what learning comes next in the curriculum sequence.

Pupils behave well, both in lessons and during break and lunchtimes. They are respectful of each other and of the adults in their school.

The school has an extensive and thorough personal development offer that ensures that all pupils are developing the positive values that will prepare them for life beyond school. Pupils know that being kind helps everyone feel included, and they understand that this supports positive mental health. They are very aware of equality and fairness for all and talk about different families, healthy relationships and their aspirations with a maturity beyond their years. Pupils say that, as a result, there is no bullying in school and everyone is accepted.

A vast range of additional experiences such as sport, theatre, drama, dance and cooking enable pupils to access a wide set of learning opportunities. These extend beyond the classroom and develop pupils' interests and talents. Pupils are actively engaged in the planning process, and, as a result, there is a very high take up of clubs by all groups of pupils, including those who are disadvantaged and/or have SEND.

Leaders are ambitious for all pupils, and this has a positive impact on their education and well-being. Governors are well informed and have an accurate view of the school. Leaders and governors take account of staff workload when making decisions about school improvement. Staff appreciate this and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are not as coherently well organised as others in terms of curriculum progression. Where this is the case, it impacts less favourably on what pupils know, remember and can do, as staff are unclear about what should be taught next. The school should ensure that the curriculum in all subjects is effectively sequenced so that staff deliver the curriculum well.
- In the early years, the school's planned opportunities to deepen children's learning further are sometimes missed. In these cases, adults' questioning does not maximise children's learning. As a result, some children are not as secure in their understanding as they should be. The school should ensure that all staff have the knowledge to embed and deepen children's understanding more effectively.

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	125662
Local authority	Warwickshire
Inspection number	10343903
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair of governing body	Ann Cotterill
Headteacher	Judy McCluskey
Website	www.lapworthschool.co.uk
Dates of previous inspection	25 and 26 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school offers provision for two-year-olds through its pre-school.
- The school's religious denomination is Church of England. The school's previous Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection was in 2017, and the school is awaiting its next SIAMS inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors met with a range of leaders, including those responsible for the curriculum, teaching and learning, behaviour, attendance, personal development and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 pupils' interests first.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious education. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also heard a selection of pupils read.
- Inspectors also considered the curriculum in other subjects.
- The lead inspector spoke with the school's school improvement partner.
- The lead inspector also spoke with the chair of the governing body and a range of other governors.
- Inspectors considered the survey responses to Ofsted Parent View and the free-text comments from parents. They also evaluated the responses to the staff and pupil surveys.

Inspection team

Darren King, lead inspector

Ofsted Inspector

Gill Turner

Ofsted Inspector

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