



Long Lawford Primary School

Inspection Report

Unique Reference Number 125570
LEA Warwickshire
Inspection number 281961
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Julia Coop AI

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

Type of school	Primary	School address	Holbrook Road
School category	Community		Rugby
Age range of pupils	3 to 11		Warwickshire CV23 9AL
Gender of pupils	Mixed	Telephone number	01788 543332
Number on roll	223	Fax number	01788 550366
Appropriate authority	The governing body	Chair of governors	Mr Duncan Snook
Date of previous inspection	22 May 2000	Headteacher	Mr Robert Morrissey

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school serving a mixed area on the outskirts of Rugby. The number of pupils eligible for free school meals is average as is the proportion of pupils with learning difficulties and disabilities. Almost all pupils are of White British origin. There are a small, but increasing, number of Polish pupils at the early stages of learning English. Children start with average skills but in some years they start below average. Over that past few years, due to promotion and other reasons, the school has had many staffing changes, particularly in Years 3 to 6. Following two terms with an acting Headteacher, a new headteacher was appointed in September 2005. The school was awarded a Silver Arts Mark in 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features, providing satisfactory value for money. The new headteacher has put emphasised the personal development of pupils so that behaviour and attitudes are now good. Parents and pupils greatly appreciate this improvement. Good teaching in the Foundation Stage ensures children make good progress. Progress in Years 1 to 6 is satisfactory. Pupils with learning disabilities and difficulties make similar progress to their classmates as do pupils just beginning to learn English. More able pupils do better in mathematics and science than in English. Although the curriculum is satisfactory overall pupils do not use writing or information and communication technology (ICT) well enough in other subjects. This slows down learning. The quality of teaching is satisfactory. It is good in Years 2 and 6, but in other classes the quality is inconsistent. Some lessons lack sufficient pace and work is not matched closely enough to the pupils' needs and this affects the rate of progress. All pupils are well cared for on a day-to-day basis although not always clear about how they can improve the quality of their work. Leadership and management are satisfactory. The school has been through an unsettled period, but the headteacher gives a very clear lead to the school. Senior staff provide good support. The school knows its strengths and weaknesses well, but systems established to improve teaching and the rate of progress are too new to have made an impact. Governors are developing a clearer understanding of their role. The school is improving rapidly and has the capacity to continue to do so.

What the school should do to improve further

- Improve the quality of teaching and the rate at which pupils learn by ensuring lessons are brisker and activities are better matched to the pupils' different needs.
- Give more guidance to pupils about how they can improve the quality of their work.
- Improve planning to ensure that pupils have more opportunities to develop their writing and ICT skills in other subjects.

Achievement and standards

Grade: 3

Standards at the end of Year 6 are above average and reflect satisfactory progress overall in relation to the pupils' above average starting points in Year 1. More able pupils do better in mathematics and science than they do in English, as a result of insufficient opportunities to develop their writing skills in subjects across the curriculum. The school did not reach the challenging targets it set for pupils' performance in the English national tests in 2005 but reached them in mathematics and science. Children in the Foundation Stage learn well. They are happy and enjoy learning making good progress in a secure and interesting learning environment. Most of the pupils new to speaking English make secure progress. Pupils with learning disabilities and difficulties also make satisfactory progress overall. However, in some classes the progress of a

small minority of pupils across the whole ability range is held back when lessons lack pace and when work is not matched closely enough to pupils' different needs.

Personal development and well-being

Grade: 2

Personal development is good. Since September the school has worked successfully to promote positive attitudes and considerate behaviour, so that pupils enjoy school more. This is reflected in their above average attendance. Pupils' spiritual, moral and social development is good although experience of other cultures is not as strong. Increasingly pupils are sensitive to each other's feelings and are prepared to offer mutual support. Pupils are very kind to their new friends recently arrived from Poland. Pupils say that the decision last term to exclude a small number of pupils was well deserved and effective. They appreciate that behaviour has much improved. Most pupils know how to keep safe, are aware of the benefits of regular exercise and adopt healthy eating habits. Pupils make a satisfactory contribution to the community and value regular opportunities to make suggestions about school life such as improving the reward system, the format of assemblies, outdoor facilities and selecting the focus for fund-raising. Basic skills are well developed, although literacy and ICT skills require more consistent application in all subjects to better prepare pupils for their future.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory. Some is good, but the quality is not consistent. Teaching in the Foundation Stage is good and based on a clear understanding of how young children learn best. Interesting activities engage the children's interest and are carefully matched to their different needs. Teaching in Years 2 and 6 is a strength. It is characterised by high expectations, and a variety of approaches that ensures learning is brisk and productive. For example, in a Year 2 mathematics lesson, pupils could hardly wait to start creating odd and even patterns because the teacher set a good pace and provided challenging but interesting tasks. Teaching in other years is satisfactory overall. New behaviour guidelines are being consistently applied, ensuring there is a positive learning atmosphere in most lessons. However, there are weaknesses that are resulting in some pupils not yet making the progress they are capable of. Marking, for example, does not always show pupils what they need to do to improve. Teachers' planning does not always ensure activities are matched to pupils' different capabilities. As a result, some find the work is too easy, while activities, such as cutting and sticking, do not always interest or challenge pupils with learning needs. Some lessons do not move along fast enough, which prompted one pupil to ask 'are we going to start work soon?' In addition, computers are infrequently used to support learning in lessons and few interesting writing tasks are planned in other subjects. These features slow the rate of progress over time. Staff are becoming more confident to meet the needs of pupils new to speaking English. Teaching assistants generally provide good

support in group work to less able pupils, but in some classes they could be more supportive of learning in whole class activities.

Curriculum and other activities

Grade: 3

Overall the curriculum is satisfactory. There are strengths, such as in the provision for art, swimming and French. Pupils say that they enjoy the good range of extra activities such as drama. Sport is well used to engage small groups of boys before school in the morning. This helps them to settle down to purposeful learning more quickly. Good emphasis is placed on teaching pupils how to stay safe and make sensible decisions. These activities contribute well to pupils' personal development. The provision for English and mathematics is satisfactory. It is most successful in Years 2 and 6, where there is good challenge for all abilities. However, in other year groups planning is not always precise enough to ensure activities meet the needs of different ability groups. Less able pupils for example can rely too much on the support from teaching assistants, which slows down their progress. In addition, too many worksheets used in subjects such as history and religious education, restrict opportunities to develop writing skills.

Care, guidance and support

Grade: 3

The care provided by the school is satisfactory with some strengths. Consistent guidance from staff and the headteacher helps pupils to understand how to treat others and behave well. Small numbers of Polish pupils have been helped to adjust by the school employing an interpreter. Child protection procedures are secure and are well understood by teaching staff. Pupils know that staff take their concerns seriously and take prompt action when necessary. The school has for example adopted a zero tolerance approach to bullying. There is an increasing emphasis on support staff training to improve the guidance given to pupils, particularly during breaks and lunchtimes. Collaborative working with outside agencies to improve support for pupils with learning and behavioural difficulties is good and making a positive contribution to improved attitudes to learning. As a consequence pupils feel happy and safe. Assessment has improved and is now satisfactory. Pupils have group targets in writing, which is supporting learning. However, the school knows that assessment information is not used consistently to plan challenging work for all groups of pupils. Although pupils' work is regularly marked it is not always helpful to pupils. As a result, pupils are not helped enough to understand how they can improve their work in some cases. This slows down their progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory with strengths in the leadership of the new headteacher. He provides a determined and effective lead to the school, successfully creating a renewed sense of ambition and teamwork. Unsatisfactory

behaviour has been successfully tackled with good support from outside agencies. Parents and pupils, whose views are now sought and acted on, appreciate the improved atmosphere and opportunities for learning in the classrooms. In his drive to tackle weaknesses the headteacher has received good support from the deputy and recently promoted senior teacher who share his goals and commitment. They now have a more central and satisfactory role in the running of the school. Good guidance from the headteacher is ensuring they are rapidly developing their leadership and management skills. Governors are supportive and are reviewing their working practices, but do not yet monitor the work of the school closely enough. A useful system has been established to track performance and check individual progress. There is a good action plan pinpointing correctly the areas most in need of improvement including the need for improved cross curricular links and better use of ICT. Regular monitoring of teaching has been established. However, systems and procedures are new and there is still work to be done to improve teaching further and accelerate the rate of pupil progress. The recent changes bode well for further improvements and have the potential to help Long Lawford fully achieve its vision of becoming an 'Achieving, Caring and Enjoyable school'.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

2 March 2006 Dear Children Thank you very much for making us so welcome in your school and talking to us about yourselves and your work. We really enjoyed visiting your school and finding out about how you learn. We would like to tell you what we found out:

- We think you behave well and are polite and friendly
- We were very pleased to see how kind you are to your new Polish friends
- We think that you have a good time in all the clubs the school provides
- We were pleased that you know how to keep healthy and stay safe
- Your headteacher wants to provide the best education possible for you We have asked the teachers to find ways to make Long Lawford an even better school. The most important things are:

- Make sure that lessons are brisk and activities are more challenging and interesting for some of you
- Plan more opportunities for you to use your writing and ICT skills within other subjects
- Provide you with more guidance about how you can improve your work. We hope that you will keep trying hard in lessons and that you will enjoy learning for a long time yet.

Yours sincerely Julia
Coop Lead Inspector