

# Long Lawford Primary School

## Inspection report

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Unique Reference Number	125570
Local Authority	Warwickshire
Inspection number	328360
Inspection dates	10–11 March 2009
Reporting inspector	David Rzeznik HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	198
Appropriate authority	The governing body
Chair	Mrs Claire Watson
Headteacher	Mr Robert Morrissey
Date of previous school inspection	28 February–1 March 2006
School address	Holbrook Road Long Lawford Rugby CV23 9AL
Telephone number	01788 543332
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors of Schools and one Additional Inspector. Inspectors observed teaching and learning in all classes. They observed 12 lessons. Meetings were held with the headteacher, the chair of governors and the Early Years Foundation Stage leader. Inspectors also held meetings with the school council and members of the Parents' Forum. Writing was scrutinised in Years 1, 4 and 6. Some pupils were heard reading in Years 1, 2, 3 and 5. Inspectors observed the school's work, and looked at documents and analysed the responses from 71 parental, 191 pupil and 17 staff questionnaires.

The inspection team looked in detail at the following:

- how effective is teaching, learning and assessment in reading, writing and mathematics, noting any variations in pupils' performance
- the effectiveness and impact of provision made for Polish pupils and the average and more able pupils
- the quality of leadership provided by the headteacher and middle leaders, particularly in English, mathematics and the Early Years Foundation Stage.

## Information about the school

The school is slightly smaller than average. Most pupils are of White British origin. There are a few Polish pupils, but most have been in this country for over two years, therefore they are not at the early stages of learning to speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities, including statements of special educational needs is below average. Nursery provision is part-time, mornings only. A children's centre is located on site but it is independent of the school and is inspected separately. The school has achieved a Sports Activemark.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

## Main findings

This is a satisfactory and improving school with some good features. Its capacity to improve is satisfactory. Following the last inspection, there was much to do, particularly improving the quality of teaching and leadership. In the past 15 months, the school has 'turned the corner' and the pace of change is starting to accelerate. A number of worthwhile developments have taken place, particularly improving behaviour, establishing a clear vision for the school, and refurbishing the premises, particularly the information and communication technology (ICT) facilities and the library. Work in these areas has borne fruit. All staff and governors are now 'signed up' to the improvement agenda, and staff, parents and governors say the school is moving in the right direction. Provision for the children in the Early Years Foundation Stage is good. While the outdoor curriculum is satisfactory, it does not build well enough on the good work done indoors.

The quality of teaching and learning is satisfactory overall but inconsistent. It is good in the Nursery, Reception and Year 6. The teaching of letters and sounds has significantly improved and is starting to raise standards in English for the youngest children and those in Years 2 and 6. Nevertheless, pupils' progress in reading, writing and mathematics is too variable. Assessment information is not being used effectively to plan work that is closely matched to pupils' differing capabilities.

Self-evaluation procedures are sound and this means senior staff know the school's main strengths and weaknesses. However, leaders are not being systematic enough in remedying the weaknesses in teaching and learning. A number of subject and middle leaders are not sufficiently involved in evaluating provision or eradicating weaknesses. This limits the school's capacity to improve further. The school tracks individual pupils' attainment and progress satisfactorily but is not properly evaluating how well different groups of pupils are achieving to inform intervention.

The school has a number of important strengths. Pupils are well cared for and governors are doing a good job holding the school to account. A wide range of extra-curricular activities are provided and pupils really enjoy them.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate pupils' progress in reading, writing and mathematics by:
  - significantly increasing the proportion of good teaching, and sharing the good practice that exists in these subjects more widely
  - making better use of assessment information to ensure that work is closely matched to pupils' differing capabilities
  - providing more opportunities for extended writing and improve pupils' spelling, punctuation and handwriting skills
  - ensuring that the average and more able pupils in Years 1 and 2 read more difficult books and providing parents with guidance and resources so they can support their child's learning at home
  - providing more investigative and problem solving activities in mathematics.
  
- Improve outdoor provision and outdoor resources for children in the Nursery and Reception classes so that they are able to extend their learning and enjoy good quality experiences outdoors.
  
- Improve leadership and management by:
  - being more systematic in following up weaknesses in teaching, learning and assessment within challenging timescales
  - further refining the tracking of pupils to determine the progress made
  - by different groups to inform intervention
  - involving more subject and middle leaders in evaluating provision.

## How good is the overall outcome for individuals and groups of pupils?

3
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- Achievement is satisfactory overall. Pupils' progress is inconsistent. For example, between September 2008 and February 2009, pupils in Years 2 and 6 made good progress in reading and writing but in Years 1, 3, 4 and 5 their progress in both subjects was only satisfactory.
- In 2008, Year 6 standards rose markedly to above average. Standards in Year 2 were slightly above average. Too few pupils reached the higher National Curriculum level in reading.
- Polish pupils' literacy and numeracy skills are developing at a very good rate. They have received very effective support from the Polish interpreter.
- Those with learning difficulties/and or disabilities are making satisfactory progress.
- The books that the average and more able readers in Years 1 and 2 read lack challenge, so pupils' reading skills are not extended.
- Pupils are well behaved and are keen to succeed. They enjoy coming to school as demonstrated by their regular attendance.
- Pupils feel safe and secure. 'Kerb Safe' and 'E-Safety' have ensured pupils know the dangers when crossing the road and when using the internet.

- The school council is starting to be involved in decision-making. Pupils take pride in being prefects and play leaders; however, their contribution in the wider community is limited.
- Apart from in Year 6, pupils' understanding of different cultures and lifestyles is limited. Opportunities are missed to draw upon Polish culture, language and customs.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	3
Pupils' attendance	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
What is the extent of pupils' spiritual, moral, social and cultural development?	3

## The quality of the school's work

- In the most effective lessons, work is stimulating and fully engages pupils' interest. For example, in a Year 5 ICT lesson, pupils were engrossed when using computers and cameras to produce a short video animation.
- Teachers manage behaviour well and form good relationships with pupils. They have sound subject knowledge and teach concepts securely. Lesson objectives are shared at the start of lessons so pupils know what they must achieve.
- Where teaching is satisfactory, it is mainly because insufficient use is made of assessment information to ensure all pupils are consistently challenged. On occasions, pupils are given unproductive activities and this means time is not used wisely.
- Adults in the Nursery and Reception assess children's learning effectively and use the information to plan lessons of good quality.
- Pupils do not write at length and many pupils do not write in a fluent joined style. Pupils' spelling and punctuation skills are insufficiently developed.
- Pupils do too little investigative and problem solving work in mathematics so that they do not fully understand the use and application of mathematics.
- Pupils in Year 6 know their targets and what National Curriculum level they are working at. However, pupils say they have difficulty understanding what their targets mean because the wording is too difficult. Inspectors agree. Pupils are not sufficiently involved in assessing their own learning and setting their own

<sup>1</sup> Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

targets.

- The school sets appropriately challenging targets at the end of each phase, and progress towards them is suitably monitored.
- Pupils and parents speak highly of the enrichment activities provided before and after school. The uptake of sporting activities is good and they help pupils exercise regularly and keep fit.

*These are the grades for the quality of provision*

High quality teaching and purposeful learning	3
Effective assessment	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	3
Support, guidance and care	2

## How effective are leadership and management?

- Leaders rightly focus their efforts on raising standards and ensuring that the school is moving forward.
- Effective action has been taken to improve behaviour. Leaders have an accurate picture of the quality of teaching. However, important weaknesses in teaching and learning are not being tackled within tight enough deadlines. The tracking of pupils' progress is not sufficiently robust.
- The English and mathematics leaders are providing sound leadership. Both leaders have a clear understanding of the main strengths and areas for development in their subjects. Appropriate action plans are in place to bring about further improvement.
- Staff questionnaires indicate that the school runs smoothly on a day-to-day basis, that the school makes appropriate provision for their professional development and that their contribution to the school is valued.
- Governors are doing a good job monitoring provision and are influential in determining the strategic direction of the school. They fully supported the headteacher's decision to seek intervention from the local authority in November 2007 to help tackle important weaknesses and bring about the necessary improvements. They ensure the school fulfils its statutory duties.
- At the time of the inspection, child protection procedures were clear and effectively implemented. Employment and staff vetting procedures meet government requirements.
- The school is a close-knit community in which pupils accept each other's differences. The school is involved in village life and pupils take part in local events. However, the school recognises that more could be done to engage with communities beyond the school to make a difference. Governors are currently considering how the library can be used for community use.
- The school promotes equality of opportunity. For example, it responded well to the influx of Polish pupils and provision was adapted to meet their needs well.

*These are the grades for leadership and management*

Communicating ambition and driving improvement	3
Promoting equality of opportunity and tackling discrimination	3
Ensuring that safeguarding procedures are effective	3
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	3
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	3

## Early Years Foundation Stage

Provision is good. Children are happy and have excellent attitudes to learning. Attainment on entry varies and is not as high as at the time of the last inspection. Children now enter the Nursery with basic skills that are below those expected for their age. They make good progress in all areas of learning because teaching is effective and children's welfare is promoted well. Most enter Year 1 working within the expected level for their age.

Children's behaviour is excellent. They work independently and cooperate well when working with others. A good balance is struck between activities the children choose for themselves and those led by adults. Lesson planning is good and activities are well matched to children's needs and interests. The structured teaching of letters and sounds is effective and children's reading and writing skills are developing at a good rate. Outdoor provision and equipment does not match the quality seen indoors. This means that children's skills are not being fully enhanced, particularly their physical skills. Leadership and management are satisfactory. The ongoing assessment of children's progress is good but the moderation of their attainment at the end of Reception requires further improvement. Transition arrangements into Year 1 are not robust enough. The Early Years Foundation Stage leader is not fully involved in the monitoring of provision in this phase, and does not evaluate the quality of provision in Years 1 and 2 to ensure coherence and continuity of learning.

How good are the outcomes for children in the Early Years Foundation Stage?	2
What is the quality of provision in the Early Years Foundation Stage?	2
How effectively is the provision in the Early Years Foundation Stage led and managed?	3
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	2

## Views of parents and carers

Parents hold positive views about the school. They say that their children enjoy school and are kept safe. Members of the Parents' Forum say the headteacher is approachable and if parents have a concern he will listen and deal with any problems promptly and effectively. Very few negative comments were made on parental questionnaires. A small minority of parents feel that they could be better informed about their child's progress and the school could do more to help them support their child's learning.

The school has run mathematics workshops to help parents support learning at home. Inspectors have made a recommendation to provide further guidance and resources so parents can support their child's learning in literacy and numeracy.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

12 March 2009

Dear Pupils



Inspection of Long Lawford Primary School, Rugby CV23 9AL

As you know, inspectors visited your school recently, I am writing this letter to tell you what we found out. Thank you for talking to us and for making us feel so welcome. Inspectors judge that your school is satisfactory and improving, with some good features.

We liked these things about your school.

- You enjoy coming to school and attend regularly.
- You behave well and are keen to succeed. You have very positive attitudes to learning.
- Children in the Nursery and Reception classes are well taught and are making good progress. Year 6 pupils are also making good progress. The Polish pupils have settled in well and are making very good progress.
- You are well cared for and you feel safe and secure. You are certainly learning the messages from the 'Kerb Safe' and 'E-Safety' work.
- You are provided with a wide range of before-and after-school activities which you thoroughly enjoy.
- You told us that you like using the computers in the new room and find the work interesting and enjoyable. You also like choosing books from the new library and taking them home to read with your parents.
- Your parents like the school and there are good links between home and school.
- The headteacher, senior staff and governors are moving the school in the right direction.

The school must do three things to improve further.

- We want you to improve your reading, writing and mathematical skills. The best way to do this is to ensure you are taught well at all times. We want the headteacher and governors to ensure this happens.
- The outdoor curriculum and the outside equipment for the youngest children need to be better. We want the outdoor activities to be as good as those indoors.
- We have asked the teachers and governors to get even better at checking how well the school is doing. If they spot something that is not working well, they must put it right quickly.

Best Wishes

David Rzeznik

Her Majesty's Inspector of Schools

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