

Lapworth CofE Primary School

Inspection report

Unique reference number	125662
Local authority	Warwickshire
Inspection number	381106
Inspection dates	7–8 February 2012
Lead inspector	Michael Bartleman

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair	Peter Clark
Headteacher	Colette Hatton
Date of previous school inspection	5 October 2006
School address	Station Lane Lapworth B94 6LT
Telephone number	01564 783225
Fax number	01564 783225
Email address	admin3147@we-learn.com

Age group	4–11
Inspection date(s)	7–8 February 2012
Inspection number	381106



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Michael Bartleman

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in nine lessons for a total of five hours, observing six different teachers. He held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including school data on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. The inspector analysed 45 questionnaires completed by parents and carers, as well as those completed by staff and pupils.

Information about the school

Lapworth is a smaller than average-sized primary school located in the centre of the village. Most of the pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs is below the national average. The proportion of pupils known to be eligible for free school meals is also below average. The Early Years Foundation Stage consists of one Reception class and other pupils are taught in mixed-aged classes. There have been considerable changes in staffing since the previous inspection. The new headteacher was appointed in September 2011. The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress. The school has received a number of awards including National Healthy Schools status, the Eco-School bronze award and the Primary Science Quality Mark.

There is a privately run pre-school on site which is subject to separate reporting and inspection arrangements.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. The new headteacher has made an excellent start, well supported by the deputy headteacher, staff and governing body. As a result, there has been a seamless transition which has not interrupted the good progress that the school has made in addressing identified weaknesses.
- The behaviour and safety of pupils are good. Pupils enjoy school and say that misbehaviour is uncommon. There is a strong emphasis on pupils' personal development which gives them confidence to move to their next stage of education.
- Achievement is good in the Early Years Foundation Stage and in Key Stage 2 where pupils make good progress. At Key Stage 1, progress is not as strong in mathematics as in reading and writing. By Year 6, the vast majority of pupils attain levels well above the national average, with a high proportion attaining the higher Level 5 in English and mathematics.
- Teaching is usually good and sometimes outstanding. It is good in the Early Years Foundation Stage where provision has much improved and in Key Stage 2. Teaching in Key Stage 1 is improving with an increasing number of good lessons but it is not yet consistent enough to ensure that all pupils make good progress year on year in mathematics. Disabled pupils and those with special educational needs make good progress.
- Leaders rigorously monitor the work of the school and make good use of data to plan its strategic development. Senior leaders know the school's strengths and weaknesses well. They have used rigorous assessment systems to improve the quality of teaching and target further improvements. The curriculum is successfully meeting the needs of all pupils and some aspects, such as the way in which it is enriched, are outstanding.

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

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- By February 2013, strengthen the overall quality of teaching at Key Stage 1 so that 80% is good or better by:
 - sharing more widely the good practice that exists within the school
 - addressing the inconsistencies, especially those linked to teachers' marking and the balance between teacher-talk and pupils having time to work independently
 - ensuring that teaching consistently moves learning on at a good pace so that pupils remain fully involved
 - using assessment information to ensure that tasks are appropriately matched to pupils' needs and abilities.

- By February 2013, increase the proportion of pupils who make good progress from their starting points at Key Stage 1 in mathematics, by:
 - ensuring that pupils have the basic skills and knowledge to support their mental strategies and calculation skills
 - providing additional opportunities to use mathematics and problem solving in other areas of the curriculum
 - giving pupils advice on how to improve their work and clear targets that will help them understand how to achieve the next steps in their learning.

Main report

Achievement of pupils

Pupils make good progress across the school. In the Reception class, children's social skills, attitudes to learning, and speaking skills develop rapidly within the warm and purposeful atmosphere. Levels of attainment by the end of the Reception year vary considerably due to the different characteristics of each small year group. Children currently in the Reception year are on course to reach average levels across all areas of learning. Pupils' attainment by the end of Year 2 is slightly above average. Although achievement in mathematics is good, it has not improved at the same pace as in reading and writing. In Key Stage 1, a minority of pupils lack basic number skills and knowledge and this leads to weak mental strategies and ability to perform calculations. This was evident in some pupils' mathematics books. Pupils are increasingly confident in using their knowledge of letters and sounds to write independently. In Key Stage 2, this good achievement is further accelerated so by the end of Year 6, the proportion of pupils attaining or exceeding the expected level is well above average in English and in mathematics. This is because teachers have high expectations to which pupils respond positively. For example, in one mathematics lesson pupils were able to clearly and accurately explain decimal column addition when calculating menu prices. Disabled pupils and those with special educational needs make good progress due to the effective and well focused support. A strong emphasis on literature and the effective teaching of phonics

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

Please turn to the glossary for a description of the grades and inspection terms

(linking sounds and letters) ensures that pupils' attainment in reading at Year 2 and at the end of Year 6 is above average and that their attitudes towards books are highly positive.

The vast majority of parents and carers stated that they are happy with the progress their children are making at the school. One parent wrote, 'The school has done amazing things for my child and has always been there for me too'.

Quality of teaching

The quality of teaching is good overall with some that is outstanding and all groups of pupils achieve well over time as a result. Almost all parents and carers who responded to the questionnaire said that they felt their children were well taught and inspection findings agree with this view. A few parents and carers felt that their children were not challenged sufficiently in the mixed-aged classes. Teachers' subject knowledge is good and at Key Stage 2 they make good use of accurate assessment of pupils' previous attainment, knowledge and understanding to plan lessons that meet their needs. Activities are imaginative and challenge all pupils at appropriate levels. Pupils display tremendous energy for learning. For example, in one outstanding lesson, pupils were enthusiastically exploring the insulation properties of different materials, accurately measuring, recording and comparing the outcomes of the materials and testing the validity of their hypotheses. Teaching assistants are increasingly well trained and make a significant contribution to teaching and learning, especially for disabled pupils and those with special educational needs. The pace of learning is good overall because teachers use observations and questioning effectively to assess pupils' ongoing understanding. However, these good qualities are not yet consistent across Key Stage 1. Where teaching is less strong, introductions are too long, pupils do not have enough time to work and marking is not used effectively to ensure pupils are sufficiently challenged.

The learning environment in classrooms effectively supports pupils' personal development because displays focus on supporting learning and celebrating their achievements. Teachers assess pupils' work regularly although there are inconsistencies in how feedback and advice are given to improve work. Pupils at Key Stage 2 are aware of their targets and the level at which they are working and the next steps in their learning. Although there are some good examples of pupils taking responsibility for their own learning, the school, rightly, recognises the need to embed this further.

In the Early Years Foundation Stage, there is a good balance of adult-led activities and those that children choose for themselves, although the outside area is not as stimulating as the indoor area. There are many interesting activities to develop reading, writing and information, communication and technology skills in subjects across the curriculum. There are more limited opportunities for pupils to apply mathematical and problem-solving skills across the curriculum at Key Stage 1. Pupils believe they are well taught and enjoy school immensely. Well-planned enrichment activities, including visits to museums, visits from religious and theatre groups and

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

Please turn to the glossary for a description of the grades and inspection terms

links with other schools, help to develop pupils' understanding of different faiths and cultures and have a good impact on their spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Pupils behave well in lessons and show high levels of engagement in their learning. They collaborate well and assist one another when they see someone struggle. A few parents and carers raised concerns about the way in which the school deals with bullying. Pupils say that bullying is very rare. When it happens, it is dealt with quickly and effectively, as is evident from school records. Pupils are aware of what constitutes bullying and are vigilant in looking after each other. The parental survey and discussions with pupils revealed that good behaviour is the norm and that pupils feel extremely safe. Staff use judicious praise to encourage good behaviour to which pupils respond well.

Minor accidents and incidents are dealt with swiftly, thanks to very good supervision and monitoring. Pupils are polite and confident, with older pupils taking good care of younger ones around school. Such positive attitudes are having a strong impact on improving achievement and are reflected in attendance, which is consistently above average for all groups of pupils. The school ensures pupils and parents and carers have a good understanding of e-safety both at school and at home. Wide ranging sporting and adventurous activities provide excellent opportunities for pupils to learn about how to assess risk.

The school is a wholly inclusive and harmonious community where, as one parent put it, 'every child feels valued'.

Leadership and management

Leaders and managers have managed recent changes in staffing well so that the drive to improve provision and outcomes has not been interrupted. Previously high expectations regarding the quality of teaching and learning are being maintained. The headteacher has a clear vision and a purposeful approach to driving school improvement. Well-targeted professional development focuses on improving the quality of teaching but due to staff changes there has been insufficient sharing of good practice at Key Stage 1 to speed up the process. The school's rigorous self-evaluation ensures that there is a clear understanding of its strengths and weaknesses. The school has good capacity to improve as it has maintained the strengths from the previous inspection and further improved provision. The school has a clear commitment to promoting equality of opportunity. All groups of pupils make similar progress and discrimination in any form is not tolerated. The school has refined its system for tracking pupils' progress which is being more effectively used by staff to identify groups and individuals who need additional support to quickly close any gaps in their learning. The provision for disabled pupils and those with special educational needs is well managed by the special educational needs coordinator and is effective, particularly in reading. The governing body is

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

Please turn to the glossary for a description of the grades and inspection terms

supportive, effectively manages the resources of this small school and provides a good level of challenge. Safeguarding procedures are robust and meet government requirements.

The curriculum is good with a rich and varied programme of activities which promote pupils' spiritual, moral, social and cultural development well. Visits, including residential visits for older pupils, enhance their self-confidence, social skills and sense of community, as well as increasing their awareness of the world beyond their immediate locality. School assemblies foster a strong sense of community and the value of each individual and are greatly enhanced by music and singing.

The school has a range of effective partnerships that provide opportunities in music and sport and support pupils with a range of learning, emotional and behavioural needs and their families. Partnership with parents and carers is good: they are kept well informed about their children's progress.

Glossary

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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 February 2012

Dear Pupils

Inspection of Lapworth CofE Primary School, Solihull B94 6LT

Thank you for making me so welcome when I inspected your school. I enjoyed meeting you, reading your questionnaires and hearing what you had to say about your school. I was pleased to hear about how you enjoy everything the school has to offer you. I was really impressed with how polite and friendly you are. The very positive attitudes that you show towards your work is one of the main reasons why you are all doing so well, including those of you who find work difficult.

You go to a good school. There are many good things about your school, such as the welcoming atmosphere, the start you get in the Early Years Foundation Stage, the way you learn to read and the high standards you reach by Year 6. Your attendance is above average – well done!

Your teachers look after you well and try to make your lessons fun, although occasionally some activities are not challenging or exciting enough, especially in mathematics for the younger pupils. You told me that you look forward to coming to school because you like your teachers, the after-school clubs and visits. Your parents and carers like the school very much.

I have asked your headteacher and other school leaders to take the following actions to make sure that all of you make even better progress:

- to improve teaching so you make faster progress in mathematics at Key Stage 1
- to give you activities in lessons that are well matched to your needs and that challenge and interest you
- to give you targets and advice on how you can improve your work.

You can all help by continuing to behave well and trying hard in your lessons.

Yours sincerely

Michael Bartleman
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**