



Lapworth CofE Primary School

Inspection Report

Unique Reference Number 125662
Local Authority Warwickshire
Inspection number 293324
Inspection date 5 October 2006
Reporting inspector Roger Sadler

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

Type of school	Primary	School address	Station Lane
School category	Voluntary controlled		Lapworth
Age range of pupils	4-11		Solihull B94 6LT
Gender of pupils	Mixed	Telephone number	01564 783225
Number on roll (school)	138	Fax number	01564 783225
Appropriate authority	The governing body	Chair	Peter Clark
		Headteacher	Sally Dally
Date of previous school inspection	8 October 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils come to this school from the village of Lapworth and the surrounding area and are taught in five mixed-age classes. Almost all pupils are from White British families and none speaks English as an additional language. The majority of pupils come from advantaged economic backgrounds. The proportion of pupils with learning difficulties is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, where standards achieved by pupils are already well above average and steadily rising. This is because the school is well led and managed and the staff work closely as a team. This has ensured that teaching is good and that pupils achieve well. Children get off to a confident start in their Reception year because the induction arrangements are good. They enter Reception with knowledge and skill levels above what is nationally expected, and by the end of Reception many children exceed expected standards. In classes one and two, the progress of a few Year 1, 2 and 3 pupils, although satisfactory, slows because a few pupils in these classes lose concentration during whole-class lessons. In spite of this, standards at the end of Year 2 in reading, writing and mathematics are above average. Teachers show confident subject knowledge and use this to assess and mark work thoroughly and effectively. Staff monitor pupils' academic progress in English, mathematics and science meticulously. Consequently, many pupils, particularly those in the older classes, know their targets and demonstrate a clear understanding of where and how they need to improve. As a result, the Year 3 to 6 pupils in the oldest three classes make good progress and leave the school with well-above-average standards. Pupils with learning difficulties achieve well because teachers make careful assessments and ensure they are well supported in lessons by teaching assistants.

Pupils' personal development and behaviour are also good because the school puts pupils' progress in this area as a high priority. One pupil reflected the opinion of many when she said, 'I like coming to school because teachers make lessons fun and I like working in teams.' Pupils' enjoyment of school is reflected in their high levels of attendance. In lessons, particularly in the older classes, pupils concentrate well, work hard and behave with consideration for their own and others' safety and feelings. The school's increasing emphasis on exercise and healthy eating is helping pupils adopt healthy lifestyles. Pupils' social, moral and spiritual development is good. Their cultural development is only satisfactory because pupils' knowledge and understanding of other cultural traditions are limited.

Staff, governors, pupils and parents are all involved well in making important decisions about the school. Almost all parents who responded through the questionnaire are fully supportive of the school. One parent wrote, 'The children are happy, are stretched and all their needs are met'. This comment reflects the inspection findings and the positive picture of a school that has improved well since its last inspection and has good capacity to continue to improve further.

What the school should do to improve further

- Improve the satisfactory progress made by pupils in Years 1 to 3 in the younger classes by ensuring that all pupils sustain concentration in whole-class sessions.
- Improve pupils' cultural development by extending their knowledge, understanding and experience of other cultures.

Achievement and standards

Grade: 2

Overall, pupils achieve well and make good progress so that, by the time they leave the school, pupils attain standards that are well above average.

Children enter Reception with knowledge and skill levels above those expected nationally. They make good progress in Reception and exceed national expectations by the time they move into Year 1. Although a few Year 1,2 and 3 pupils lose concentration in classes 1 and 2, most pupils in these classes make reasonable progress and achieve satisfactorily. Standards are above average by the end of Year 2. The Year 3 to 6 pupils in the oldest three classes make good progress because of consistently effective teaching and careful use of assessment Standards attained by Year 6 pupils have steadily risen over the last three years and are continuing to rise. In 2005, Year 6 pupils attained above-average standards in national tests. Standards in science were exceptionally high. In 2006, standards rose further and the school exceeded its ambitious targets. This was because Year 6 pupils made better progress than pupils in the previous year, despite attaining lower scores in national tests at the age of seven. Even higher targets have been set for the current Year 6 pupils. Pupils' work and school assessments indicate that standards are set to rise further and that the current Year 6 pupils are on track to meet these targets. Throughout the school, pupils achieve well in speaking and listening because they are given frequent opportunities to discuss issues in small groups. Good achievement equips pupils well for the next stage of education and the world of work beyond.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Most pupils enjoy their lessons and get on very well with each other and with the adults who work with them. They are courteous and considerate towards one another. They behave sensibly most of the time, and with high regard for their own and others' safety. Although, a few pupils in Years 1 to 3 occasionally become inattentive in lessons. Pupils' spiritual, moral and social development is good. Their cultural development is satisfactory and pupils show limited knowledge and understanding of different cultures.

Pupils make a positive contribution to the school and wider community. They care well for each other. Older pupils see their work as a 'playground buddy' as very important. A girl in Year 3 said, 'When I was feeling lonely one day, I sat on the buddy bench and someone came along and asked me to play'. The school council is impressive. It is passionate about raising funds for those less fortunate than themselves. It has also been instrumental in developing the playground area and improving the toilet facilities.

Pupils speak confidently about the importance of leading a healthy lifestyle and taking regular exercise because the school actively encourages pupils to develop good habits in this area. However, some packed lunches and snacks still contain unhealthy food.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good subject knowledge, particularly in English, mathematics and science, and this enables them to plan to meet the needs of all pupils, including higher-attaining pupils and those with learning difficulties. Teachers, particularly in the older classes, also assess learning well and help pupils to see what they need to do to improve, both through their marking of work and by giving them oral feedback. Consequently, many older pupils show a clear understanding of their learning targets and good awareness of where they need to focus their efforts. Throughout the school, teachers use information and communication technology (ICT) confidently and the use of interactive whiteboards often helps pupils enjoy lessons and understand work more easily. Teaching assistants work in close cooperation with teachers and work successfully, often with lower-attaining pupils. This helps these pupils to enjoy lessons and make good progress. Pupils' behaviour and concentration in the older classes are often excellent and this enables pupils to progress well. In Years 1 to 3, although teaching is satisfactory, a few pupils find it hard to concentrate and this sometimes goes unchecked by teachers. This slows their learning.

Curriculum and other activities

Grade: 2

The school's curriculum is of good quality, is carefully planned and meets the needs of all pupils well. Activities that are planned for the Reception children ensure that they get off to a good start. Pupils with learning difficulties and the more able are well catered for and this enables them to make as much progress as their peers. The provision for pupils' personal, social and health education is good and promotes their personal development well. ICT is well used by teachers and pupils in all classes. Teachers and pupils use the interactive whiteboards effectively to reinforce and develop skills and knowledge. Visitors to the school and well-planned visits enrich learning effectively. For example, during the inspection week, pupils in Years 5 and 6 took part in a visit to a local factory to extend their ICT skills. The school gives good emphasis to the development of literacy and numeracy skills, and standards in these subjects are rising. The school provides a reasonable range of extra-curricular activities, mainly comprising of sporting activities. The school has highlighted the need to extend the range of extra-curricular opportunities.

Care, guidance and support

Grade: 2

The quality of care, guidance and support provided for the pupils is good. All adults who work in the school show a high level of commitment and competence in promoting the health and safety of the pupils. The school has developed very effective systems for keeping track of how well the pupils are learning in English, mathematics and

science. Information collected on individual pupils is used well to develop planning that suits the needs of most pupils. Clear records identify the needs of pupils with learning difficulties and these are used effectively to support these pupils. The school works well with parents and outside agencies to help pupils to make progress.

Leadership and management

Grade: 2

Improved leadership and management have resulted in all staff working together as an effective team, with a shared commitment to improving the school and their own work even further. The school knows itself well. The school has some well-developed and effective strategies for judging its success and checking that pupils are equally successful, and this means that the school is well placed to continue to improve. It is working on the correct priorities and this is resulting in continually improving teaching and rising standards. The school analyses pupils' performance in tests and assessments very thoroughly and continually seeks ways to help pupils learn well.

The senior management team and subject leaders are rising well to the challenge of taking a greater part in improving the aspects of the school for which they are responsible. Individual leaders have developed some very effective ways of finding out about their particular areas. These are not systematically shared and there is not yet a structured and consistent approach to underpin the work of subject leaders. Governors make a strong contribution to the school's development and provide good support and challenge to the head and staff.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we came to inspect your school. We can understand why you like school so much, and why you are proud of your school and of what you achieve. We thoroughly enjoyed talking with you and your teachers, and watching you learn. We checked out many things about your school and this is what we found

- Yours is a good school.
- Your attendance levels are very good.
- Those responsible for leading your school ensure all the adults work really well together and make sure that you learn well and that everyone is very safe.
- You make good progress and the school prepares you well for your next school.
- Those of you who find learning hard make good progress.
- Your behaviour is good and you work together very well.
- You act safely.

There are two things that we have asked your school to work on, and these are:

- Help pupils in Years 1 to 3 learn better by ensuring that all pupils concentrate hard in whole-class sessions.
- Help you to learn more about the life and culture of people from different backgrounds.

Very best wishes for the future.