

# St Lawrence RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	102527
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	308041
<b>Inspection dates</b>	1–2 October 2007
<b>Reporting inspector</b>	Susan Thomas-Pounce

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	467
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Simon Martin
<b>Headteacher</b>	Mr Rory McCormack
<b>Date of previous school inspection</b>	4 March 2002
<b>School address</b>	Victoria Road Feltham Middlesex TW13 4FF
<b>Telephone number</b>	020 8890 3878
<b>Fax number</b>	020 8893 1885

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St Lawrence is an extremely popular and oversubscribed school. Almost all pupils come from Roman Catholic families. Most of its pupils are of White British heritage and come from a wide spectrum of socio economic backgrounds. The increasing proportion of pupils from minority ethnic backgrounds and those who are learning English as an additional language is above the national average. The school has won awards for 'Healthy Schools' and the 'Basic Skills Quality Mark' . It has the accreditation for 'Investor in People' and a School Travel Plan.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Lawrence is a good school with some outstanding features. It has the overwhelming trust and support of the parents. One parent's comment sums up their confidence 'We expect high standards and we have never been let down'. The strong Catholic ethos permeates the school providing a warm and welcoming environment despite the cramped accommodation.

Standards have improved since the last inspection. They are above average and pupils achieve well. Children join Reception with abilities that are just below those expected for their age. They all make at least good progress throughout the school and their achievement is good in relation to their starting points. Vulnerable pupils and those with learning difficulties make good progress because they get good support.

Pupils enjoy school, they feel very safe and are well looked after. Parents comment that for pupils 'every day is filled with talk of what fun things they have done'. Pupil behaviour is outstanding, and they have a good understanding of healthy lifestyles and are keen to play an important part in the life of the school. However, there is scope for pupils to have more of a voice in initiating ideas and taking the lead in improving their learning. Spiritual, moral, social and cultural development is good; pupils conduct themselves safely and considerately. Procedures for safeguarding pupils meet the expected requirements.

The combination of good teaching and learning, good care and positive relationships results in pupils' achieving well. Teaching throughout the school is good because teachers are particularly successful in promoting an enjoyment in pupils' learning. Consequently pupils want to learn and to improve their performance. Teachers work well together and are committed to improvement. The school has good assessment procedures, but the use of this to plan challenging work for all pupils is a developing area. The Basic Skills accreditation reflects the school's good curriculum, which is further enriched by a good range of creative and sporting activities.

Leadership and management are good. Pupils, parents and staff hold the headteacher in high regard. He leads with conviction to raise standards and promote pupils' wellbeing and has established good management systems to achieve this. In 2006, pupils underperformed and senior leaders rightly identified the need to improve pupils' numeracy skills. Regular tracking followed by planned interventions, have accelerated pupils' progress. This reflects the senior leadership's determination to make improvements in this area. The relatively new approach to tracking pupils' academic progress is not yet fully embedded and there are inconsistencies in applying the system. The school's recent track record of raising standards and achievement is a clear indication of good capacity for continued improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Teachers in the Foundation Stage have a very good understanding of the way in which young children learn. Curriculum provision is very good. Staff achieve a good balance between activities where the child is allowed to choose independently and those which are directed by adults. This helps to develop independence in these very young children and also provides a more structured approach to the learning of the basic skills of literacy and numeracy. The school encourages the continuation of this approach as children move into Key Stage 1. This well planned approach to transition is leading to improved achievement.

## What the school should do to improve further

- Ensure that the new systems for tracking pupils' progress are consistently and effectively applied across the school, so that all pupils make the best progress possible.

## Achievement and standards

### Grade: 2

Standards are above average in English, mathematics and science by the time pupils leave and this reflects good achievement. As pupils move through the school they make good progress. In 2006 achievement dipped at Key Stage 2 and so over the last year, the school focused most support on the development of pupils' basic skills. A suitable range of short and long-term strategies was implemented and closely monitored to reverse this trend. Consequently the results in the most recent Key Stage 2 national tests in 2007 are likely to show significant improvement in standards; the greatest improvement being in mathematics, with increases in the proportion of pupils gaining the expected Level 4 and higher level 5.

## Personal development and well-being

### Grade: 2

Pupils thoroughly enjoy their time at St Lawrence's because the welcome for every pupil is very warm and relationships are excellent. Consequently, attendance and punctuality rates are above average. The behaviour and moral development of the pupils are outstanding. Pupils feel extremely safe, secure and free from bullying. The Catholic ethos underpins strong spiritual development. Pupils are reverential in prayer and discuss sensitive issues with maturity.

Pupils welcome the growing number of classmates who arrive from different cultural backgrounds. However, they have a narrow knowledge of their ways of life and a limited understanding of the many faiths that live together in the area. Pupils lead healthy lives, although packed lunches are not always sufficiently balanced. Pupils' high standards in literacy, numeracy, attendance and behaviour are preparing them well for their future life and learning. They take on a good range of responsibilities being very keen to contribute to the school community through the school council and their work as monitors and helpers.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Teachers have high expectations for behaviour and class routines are well established. As a result of the new tracking systems teachers are starting to match work to individual need and marking is more constructive and informative. Children respond positively and learn effectively because well-planned lessons provide interest and motivation. They enjoy their work and show respect and regard for their teachers. The interactive white boards in all classrooms are used effectively to make lessons more interesting, enhancing the pupil's learning. This was especially well demonstrated during a history lesson in Year 6. The many opportunities provided for group and paired work encourages pupils to cooperate in their learning. Learning support assistants are well briefed by the class teachers. Their support contributes greatly to the children they are working with. Much effort has gone into improving systems for assessing pupils' progress. This developing area is now proving

effective in helping every teacher to plan work and set targets more closely related to the differing needs of pupils.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well matched to the needs of the pupils, providing an interesting range of work. A strong emphasis is placed on developing literacy and numeracy skills. Subject coordinators have developed good links between subjects that make learning more relevant and purposeful. Staff have worked hard to extend the variety of extra curricular activities in sport, music and information and communication technology (ICT). Lessons in French have been added to the curriculum for all classes in Year 1 upwards. Further enrichment is gained from planned outings to museums, galleries, places of historical, geographical or scientific interest that match the current class topic. Year 6 enjoyed a residential visit to Torquay in the summer term; an event looked forward to with great anticipation. Other highlights of the summer term included a book week and an activities week.

## **Care, guidance and support**

### **Grade: 2**

Parents justifiably have great confidence in the staff and are extremely happy with the way their children are looked after. Welfare and child protection procedures are tight, so pupils are safe and secure whilst in the school's care. Very strong, Catholic, pastoral care gives pupils a great sense of security and confidence which promotes learning and achievement.

Staff work closely with the Local Authority to identify quickly, and put in place appropriate support for the growing number of pupils for whom English is an additional language. Early learners of English receive good intensive guidance, but not all class teachers are confident in finding the best way to help these pupils to improve their learning further. The effective support for pupils with learning difficulties, results in their good achievement in basic skills.

## **Leadership and management**

### **Grade: 2**

The high calibre leadership provided by the headteacher is recognised by all. Parents comment on how well the school is led and managed. Links with parents are a very distinctive feature and add significantly to the opportunities provided to pupils. The headteacher's enthusiastic leadership and direction ensure that all pupils enjoy good provision in a very supportive Christian environment. He is very well supported by the senior management team and subject coordinators; all of whom fulfil their role well. There is a clear focus on raising standards and the promotion of the personal development and wellbeing of pupils. Senior managers know where there are weaknesses and have taken robust action to challenge underperformance where it existed. The monitoring of teaching and learning and other areas of the school's work is regular, rigorous and shared, and ensures that all pupils have equal opportunities. The governors are very committed; they fulfil their statutory responsibilities and are involved in the accurate school self-evaluation process. Resources, including external expertise and support are used well. The school's self-evaluation indicated the school site to be cramped. This is true as many support activities take place in corridors. Nevertheless, all the staff have worked hard to make this a safe and warm learning environment. The school is making effective use of challenging targets

to increase the rate of pupils' progress and so raise standards. There has been good improvement since the previous inspection and there is a determination to do even better in the future.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

11 October 2007

Dear Pupils

Inspection of St Lawrence RC Primary School, Feltham Middlesex, TW13 4FF

Thank you for making the team of inspectors so welcome when we visited your school recently. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do; and a special thanks to those who talked with us about the school. We enjoyed coming into your lessons to see how much you enjoyed them. You are quite right to be proud of your school. It is good!

There were lots of things we liked about the school. You told us how much you enjoy coming to school, how well your teachers look after you and how helpful you find them. Your lessons are interesting and there are many exciting things to do, so that many of you can't wait to come to school. We are pleased that you are safe and happy. As a result, you are very well behaved and try hard with your work. You are all making good progress because the teachers are enthusiastic and teach you in a way that helps you learn.

The school is carefully keeping an eye on how well you are doing and takes action to ensure that you all make the progress that you should. By the end of Year 6 you reach the standards expected for pupils entering secondary school. Many of you exceed those standards and the school is working hard to enable more of you to do so.

We looked at what the school might do next to get even better. We have asked the school to make more use of the information they have about how well you are doing so that they can set work that challenges all of you. Please help them with this by continuing to work hard. We are confident that, with your help, the school will improve still further.

We wish you all the best in the future.

Susan Thomas-Pounce

Lead inspector