

**St. Laurence's Church of England Voluntary Aided Primary School**

Collingwood Road  
Long Eaton  
Nottingham  
NG10 1DR

**Diocese: Derby**

Local authority: Derbyshire  
Dates of inspection: 19<sup>th</sup> April 2012  
Date of last inspection: 5<sup>th</sup> November 2008  
School's unique reference number: 112912  
Headteacher: Caroline Owen  
Inspector's name and number: John Horwood NS177

**School context**

St Laurence's Primary is an average sized primary school. There are currently 200 pupils at the school. The proportions of pupils from minority ethnic backgrounds and who speak English as an additional language are below those found nationally. The number of pupils eligible for free school meals is broadly average. The number of pupils who are disabled or have special educational needs is above the national average. The current headteacher took up her post in September 2011. Following an interregnum a new vicar will take up his post in June 2012.

**The distinctiveness and effectiveness of St. Laurence's Church of England Voluntary Aided Primary School as a Church of England school are good**

The school is distinctive because it provides a calm, caring and supportive environment for pupils where they have good opportunities to learn about the Christian faith and values. It is effective because under the committed leadership of the headteacher the staff are united in developing good relationships and positive attitudes in an inclusive community.

**Established strengths**

- The pastoral care based on Christian values is well-promoted by staff.
- Pupils' behaviour and relationships are good.
- The impact of collective worship is good.
- Attitudes to learning in religious education are good.

**Focus for development**

- Review collective worship and religious education policies regularly.
- Consider the effectiveness of the school as a church school at each meeting of the full governing body.
- Review the effectiveness of religious education and collective worship provision regularly.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The Christian character of the school is clearly identified by signs and artefacts around the school. Adults in the school are good role models promoting Christian values to pupils. The environment is safe and secure and everyone is made welcome. The pupils are all well cared for and the older pupils commented that they enjoyed the opportunities to help the younger ones. As part of the good care provision pupils are able to attend a breakfast club before school. Pupils are friendly and confident and they have good attitudes to learning and to each other. Pupils are proud of what they do in school and wall displays are well used to celebrate their work. They were very excited about planting young trees in the school grounds to enhance the environment for future pupils. Behaviour is good throughout the school. Pupils

say that in the past not all pupils have behaved well but new procedures have been put in place which identify the higher expectations and include clear sanctions and rewards. The pupils say they enjoy coming to school and records show that punctuality is good as a result of higher expectations within the school. The promotion of spiritual, moral, social and cultural development is good. The cultural development is less well developed but the school is working to develop meaningful links with other schools to give pupils opportunities to interact with pupils from different backgrounds. The school environment is well used to promote spiritual development with the school hall being well-adapted for collective worship. Opportunities for prayer and reflection during the day are an established part of the school day. Pupils have good opportunities to contribute to the school operation through the school council and by talking directly to adults. There are effective links to the community especially through links with the church and charity work.

### **The impact of collective worship on the school community is good**

Pupils enjoy the times of worship and they enthusiastically joined in the worship seen during the inspection. They were excited and proud of supporting the headteacher by role play in the story of Adam and Eve. The environment is well prepared for worship and with a thoughtful choice of music a reflective atmosphere is created. A candle is used to identify the period of worship. No pupils are withdrawn from worship and all staff attend worship and participate fully which clearly helps the spiritual growth of the whole school community. Pupils and adults all join in the singing with enthusiasm. Teachers lead collective worship on a rota basis and pupils are involved in organising and leading class worship. Collective worship is held in the church to celebrate Christian festivals. Worship is well planned and the impact is monitored by the headteacher. Governors sometimes attend worship but their monitoring of the worship is informal. The importance of collective worship is made clear by it being held at the start of the day to help prepare pupils for the school day. Pupils have a good understanding of the church's year and talk about how they celebrate the major festivals. Parents explained that their children talk to them about the importance of the Christian festivals. Pupils are able to talk about past collective worships and explain the theme of the worship and why it was so memorable to them.

### **The effectiveness of the religious education is satisfactory**

The effectiveness of teaching is satisfactory overall although is sometimes good. Pupils make at least satisfactory progress and levels of attainment are similar to other core subjects. The co-ordinator has only recently been appointed and is currently reviewing what needs to be done. The Derbyshire syllabus is used and the provision meets the specified requirements including the range of faiths covered in the curriculum. Children are well informed about the church and the roles and responsibilities of the clergy. Visits to the church take place to support the curriculum. Both lessons seen during the inspection were at least satisfactory with good features. In a Year 6 lesson the pupils demonstrated a good understanding of religion by purposeful and thoughtful discussion about faith and God. In a Year 2 lesson about the parable of lost sheep, pupils made good use of art to consolidate their spiritual awareness. Both lessons were well planned with good resources. Pupils showed enjoyment and enthusiasm with the topics. Their standards attained are judged to be comparable to other core subjects when looking at their work but the actual understanding of the subject in Year 6 is above that expected for their age. Assessment systems are at an early stage of development and so secure data about attainment levels throughout the school is not available. Monitoring of the effectiveness of religious education by the governing body is currently only carried out informally. There are good displays around the school to celebrate children's work. Pupils are actively involved in lessons and are consistently given opportunities and encouraged to reflect, question and reason. The subject is enriched through some visits within the local community but visits to a wider range of places of worship are limited.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory**

The recently appointed headteacher is determined to move the school forward as a church school and has already had a significant impact on uniting the school and the local community. Staff are becoming increasingly involved in further developing the school as a

church school and several staff meetings had a strong focus on vision and mission. Staff are currently helping to revise policies in a way that reflects the ethos and values as a church school. The headteacher has worked with the vicar who is 'covering' the parish during the current interregnum to maintain links with the church. The foundation governors provide satisfactory links with the church community and these are planned to develop further when the new vicar takes up his position in June. The governing body has not yet developed a rigid monitoring system of the schools progress and so are unable to effectively support school improvement. The effectiveness of religious education and the impact of collective worship are currently only monitored informally and this does not lead to purposeful discussions at the governing body meetings. A new collective worship policy has been produced but the review period of the religious education policy is not clearly identified. There is no regular discussion of the effectiveness of the school as a church school at governing body meetings. The school aims fully reflect the strong Christian ethos within the school and its commitment to every pupil. The self evaluation of the school as a church school is very accurate. The role of the coordinator for religious education has not been sufficiently high priority and systems to monitor pupils' progress are still at an early stage of development. The new coordinator has not yet had time to have an impact on this but is keen to work with the Diocesan Schools' Advisor to do so. The partnership with the church is satisfactory at this time during the interregnum. There are some links with other local denominations and faiths but this is recognised as an area for development. Parents comment very positively about the partnerships the school has with the community. They are very pleased with the way their children are taught about religious education and the provision for worship including visits to the church.

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