

Lawrence Sheriff School

Address: Clifton Road, Rugby, Warwickshire, CV21 3AG

Unique reference number (URN): 141277

Inspection report: 6 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve extremely well. They gain the knowledge and skills needed to become highly effective learners. Pupils' performance in national examinations is commendable. They join the school with significantly above-average prior attainment. By the time pupils leave the school, they achieve well-above national outcomes in national tests across the board. Disadvantaged pupils achieve particularly well, exceeding the outcomes of non-disadvantaged pupils nationally. Where achievement is in line with national averages, leaders are working to further improve this.

Pupils achieve well across the curriculum. They develop secure subject knowledge and important reading, writing and mathematics skills. This enables pupils to access learning successfully in a wide range of subjects. In most lessons, pupils develop detailed knowledge and skills across the curriculum. They can recall prior learning confidently, talking in depth about what they have learned. Pupils' work is of a consistently high standard. They are very well prepared for the next stage of education, employment or training.

Attendance and behaviour

Strong standard ●

The school is characterised by high expectations in terms of pupils' attendance and behaviour. It is a welcoming and harmonious school. As a result, pupils want to attend school. Attendance is consistently above national averages. Leaders promote the importance of regular attendance. They analyse attendance data, including for groups of pupils, to identify any areas of concern and strategies for improvement. Leaders work closely with parents and carers to reduce barriers to pupils attending school.

Leaders have established a culture where 'behaviour starts from a place of care'. This is evident across the school. It is secured as soon as pupils join the school. Highly effective relationships mean that behaviour routines are embedded and consistently applied. Pupils are committed to their learning. Their behaviour throughout the school day reflects this. Lessons are free from disruptions and allow learning to take place. Most pupils demonstrate a thirst for knowledge in lessons and have a resilient approach to their studies. Positive behaviours are rewarded and promote a culture of belonging. A range of support is made available to pupils who may need help with their behaviour. This is through the head of house and head of year structure. On the rare occasions that bullying occurs, it is dealt with quickly and effectively.

Leadership and governance

Strong standard ●

Leadership and governance are significant strengths of the school. Leaders know the school well and understand their role in delivering the school's ambitious vision. They use data very well to inform their work. This ensures that actions taken benefit all pupils, including disadvantaged pupils and those pupils with special educational needs and/or disabilities. Leaders have prioritised key areas such as further strengthening teaching. They are relentless in their drive to improve outcomes even further.

Governance is highly effective. Trustees understand their roles and responsibilities well. They have detailed knowledge of the school's context and meet their statutory duties fully. Governors and trust leaders check information carefully to assure themselves of the impact of the school's work for pupils. They provide appropriate support and challenge, holding leaders to account in a fair and constructive way. Leaders have deliberately strengthened the school's engagement with parents and carers. Comments such as, 'every aspect of the school is thoughtfully designed to allow individuals to flourish' typify how positively parents feel about the school's offer for their children.

Staff feel extremely well supported by leaders. The school's professional learning programme is of high quality, evidence based and closely matched to school priorities. This allows early career teachers to feel supported and valued. Experienced staff benefit from opportunities to enhance their practice further. Staff feel that leaders are empathetic, while maintaining and role-modelling high standards. Staff are proud to be a part of the school.

Personal development and wellbeing

Strong standard ●

Leaders have created a comprehensive and highly effective personal development programme that is embedded throughout daily school life. This is an integral part of the curriculum, delivered via bespoke lessons, form tutor activities and assemblies. These cover all aspects of citizenship and personal, social, health and economic education. Leaders adjust the curriculum in response to pupil voice, for example including learning about taxes and loans.

Care for pupils' social and emotional needs is highly responsive. Skilled staff know pupils well. They provide tailored support when needed. Pupils know that while staff are ambitious for them, this is not at the expense of their wellbeing. Pupils have secure knowledge about how to stay safe, have healthy relationships and of rights and responsibilities. Leaders promote tolerance and diversity very effectively. Pupils celebrate different faiths and cultures. They develop a deep understanding of fundamental British values and protected characteristics. Pupils speak very positively about the 'science of learning' and link this to the school's value of resilience. They develop a mature understanding of right and wrong.

Opportunities beyond the academic are extensive and tailored to pupils' interests and talents. Pupils keenly attend. Leaders prioritise all pupils, particularly those who face barriers to their wellbeing or who are disadvantaged, accessing this offer. Pupils with special educational needs and/or disabilities engage meaningfully in the animal club, feeding and taking care of exotic animals, such as snakes, dragons or tortoises. Pupils and sixth-form students take on many roles, including leading on the school council, eco committee and the 'Griffin Gazette'. Careers education is carefully planned and highly effective. Pupils work with employers, universities and apprenticeship providers. They receive personalised guidance about their future pathways. This is tracked by leaders. Pupils are extremely well prepared for life beyond school and the challenges and opportunities they may encounter.

Post 16 provision

Strong standard ●

The school's post-16 provision is highly effective. Leaders have a clear and ambitious vision for the sixth-form curriculum. It ensures that students follow courses that match their needs and future aspirations. Teachers are subject experts. They use a range of strategies in

lessons to support students to become self-sufficient and autonomous learners. For example, they promote discussion and a love of learning. Deliberate links are made to the school's 'science of learning' approaches to reinforce learning. Students, including those who are disadvantaged and those with special educational needs and/or disabilities, achieve very highly in national examinations at the end of key stage 5.

Students benefit from the same impressive range of wider opportunities that younger pupils experience. This is tailored to individual interests and needs. For example, cooking enrichment prepares students for life at university and for living healthily. Sixth form students act as ambassadors for the high expectations that exist across the school. They are delightful and overwhelmingly positive about their learning and the school. There is an extensive careers programme in place that includes work experience and an array of speakers from different professions. Former students who are following a wide range of successful pathways share their experiences with current students to ensure that they are fully informed about their potential next steps.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have designed a broad and ambitious curriculum. This is focused on pupils building their knowledge and understanding so that they are able to access more-complex ideas. The curriculum is adapted for pupils with special educational needs and/or disabilities and disadvantaged pupils to help them to access the same curriculum as their peers. Leaders' 'poise and presentation' strategy promotes pupils' mastery of oracy. Leaders ensure effective support is in place for pupils who join the school with gaps in their key knowledge or skills, such as in reading and mathematics. Pupils receive appropriate specialist input where appropriate.

Leaders have an accurate understanding of teaching across the school, including where there is the best practice. Leaders provide high-quality training when refinement is needed to ensure agreed approaches are used. When these approaches are applied consistently, pupils learn very effectively. For example, targeted questioning in lessons supports pupils to develop the knowledge that they need and assessment is used to evaluate pupils' knowledge effectively. Typically, focused assessment activities ensure that pupils' misconceptions and gaps in knowledge are addressed well. However, this is not consistent across lessons and subjects. At times, checks do not identify gaps in pupils' understanding, which prevents staff from supporting pupils to secure the subject knowledge that they need to know and remember more.

Inclusion

Expected standard 

Leaders know pupils well and have developed clear systems and strategies to identify additional needs and barriers to learning. They use regular monitoring and review to support their understanding of the barriers that pupils face. Strategies are shared with staff through pupil passports that highlight effective interventions to support pupils' learning and wellbeing.

Typically, interventions which the school puts in place have a positive impact on helping disadvantaged pupils and pupils with special educational needs and/or disabilities to do well. Most pupils are well supported in lessons. However, some aspects of the school's provision are less well refined. At times, targets for pupils are too general and do not specifically address their needs. On occasions, teachers do not have a secure enough understanding of pupils' needs. This means that strategies to help pupils to learn all that they are able to are not consistently well used.

Leaders work appropriately with parents, carers and external agencies to respond to pupils' changing needs. The pupil premium strategy is appropriately used. Leaders identify the challenges that disadvantaged pupils may face and use this funding to ensure that they participate fully in school life. Alternative provision, on the few occasions it is needed, is monitored, and used effectively to meet the needs of the pupils who require it.

What it's like to be a pupil at this school

Being a pupil at Lawrence Sheriff is a highly positive and rewarding experience. The school has a welcoming and aspirational community feel. Pupils know that their wellbeing is at the heart of leaders' work. Pupils are extremely complementary about the relationships that they have with staff. They highlight how everyone is valued and listened to. Pupils rise to the challenge and enjoy the benefits of being a 'Sheriff Learner'.

Diversity is celebrated at the school and this helps pupils experience a sense of belonging. They know that staff care for and will help them. Pupils enjoy coming to school regularly. They feel safe and are confident that staff will take any concerns that they have seriously. As a result, pupils are happy and thrive. Pupils behave extremely well in school and are polite and courteous to everyone. Sixth-form students act as excellent role models and ambassadors for the school.

Pupils enjoy purposeful and ambitious lessons. Classrooms promote learning and are places where pupils feel confident to share ideas. Pupils with barriers to learning and/or wellbeing typically receive effective and timely support. This enables them to take an active role in all aspects of school life. Pupils and sixth-form students achieve very high outcomes over time.

Pupils experience a superb wider curriculum that promotes their development as well-rounded individuals. The offer provided beyond the academic is enjoyed by both staff and pupils. It allows for bespoke opportunities that support pupils' own interests and talents. Trips and activities, including the Duke of Edinburgh's Award, allow pupils to broaden their horizons. Careers education and work experience help pupils and sixth-form students to make ambitious choices about their futures. Pupils grow into confident and thoughtful young people who are well prepared for the world around them and for their futures lives.

Next steps

- Leaders should ensure that teachers have a clear understanding of pupils' needs and that this is used to make appropriate adaptations to lessons so that pupils are supported to succeed as well as they can in their learning.
 - Leaders should ensure that checks on pupils' understanding are used consistently across subjects to identify and address any gaps in pupils' knowledge swiftly.
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About this inspection

This school is part of Lawrence Sheriff Single Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Teresa Mpofu, and overseen by a board of trustees, chaired by Kalonga Musukuma.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, leaders from the school and from the trust, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the CEO of the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

The headteacher commenced their post in January 2022.

Headteacher: Teresa Mpofu

Lead inspector:

Andrew Washbourne, His Majesty's Inspector

Team inspectors:

Sukhbir Farar, Ofsted Inspector

Lois Kelly, Ofsted Inspector

Bianka Zemke, His Majesty's Inspector

Ian Tustian, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

School and pupil context

Total pupils

1,201

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

9.19%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

0.42%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

0.42%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	96.0%	45.4%	Above
2023/24 (final)	99.2%	45.9%	Above
2022/23 (final)	97.5%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	75.1	46.1	Above
2023/24 (final)	77.1	45.9	Above
2022/23 (final)	73.8	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.89	-0.03	Above
2022/23 (final)	0.57	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	92.9%	25.8%	Above
2023/24 (final)	100.0%	25.8%	Above
2022/23 (final)	88.9%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	74.1	34.9	Above
2023/24 (final)	72.2	34.6	Above
2022/23 (final)	68.3	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	1.15	-0.57	Above
2022/23 (final)	0.01	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	92.9%	53.1%	39.7 pp
2023/24 (final)	100.0%	53.1%	46.9 pp
2022/23 (final)	88.9%	52.4%	36.5 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	74.1	50.4	23.7
2023/24 (final)	72.2	50.0	22.1
2022/23 (final)	68.3	50.3	18.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	1.15	0.16	0.99
2022/23 (final)	0.01	0.17	-0.16

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	98%	92%	Above
2022 leavers (revised)	100%	93%	Above
2021 leavers (revised)	99%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	40.50	35.00	Above
2023/24 (final)	40.93	34.38	Above
2022/23 (final)	40.30	34.16	Above

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.2	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.2%	8.4%	Below
2023/24 (3 term)	4.4%	8.9%	Below
2022/23 (3 term)	4.7%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.8%	23.4%	Below
2023/24 (3 term)	7.8%	25.6%	Below
2022/23 (3 term)	8.6%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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