

Lammas School

Independent school progress monitoring inspection report

DfE registration number	891/6016
Unique Reference Number (URN)	122937
Inspection number	365524
Inspection dates	24 November 2010
Reporting inspector	Declan McCarthy

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090137

© Crown copyright 2010



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.

The inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Lammas School, which opened in 1981, is a co-educational independent day school which is registered for 175 pupils aged four to sixteen. There are currently 67 pupils on roll aged five to sixteen. There are no children in the Early Years Foundation Stage. A new sole proprietor, Lansbury Sessions, has taken over the school and a new headteacher, who was the deputy head at the time of the last inspection, has recently been appointed. The school is situated in Sutton-in-Ashfield and pupils come mostly from Sutton, Kirkby-in-Ashfield, Alfreton and a wide range of villages further afield. The school aims to promote high moral and cultural values and to create a happy and secure environment where the needs of the individual are recognised and respected. It aims to develop the potential of all pupils, whether highly academic or less academically gifted.

Context of the inspection

The school was last inspected by Ofsted in March 2010. The report focused on the educational registration of the school as there was no child care provision and no social care inspection. The inspection found that the school failed to meet a significant number of regulations. It also failed to comply with the requirement to produce an accessibility plan under the Disability Discrimination Act, and it failed to meet three regulations relating to the learning and welfare requirements of the Early Years Foundation Stage. Consequently the school was required to produce an action plan to show how it intended to meet these regulations. The action plan was produced evaluated as unsatisfactory on 8 July 2010 for three reasons. The timescales in the plan were largely generic and not specifically linked to the proposed actions. The timescales were not staggered to show how progress would be made over a period of time and in some instances there were no timescales provided by the school. The school took the decision to suspend its provision for the Early Years Foundation Stage following the previous inspection. This was specified in the school's action plan and the new proprietor also notified the Department of Children, Schools and Families of this decision on 31 May 2010. This is the first monitoring visit to evaluate the school's progress in meeting the outstanding regulations.

Summary of the progress made in implementing the action plan

The inspection in March 2010, found that the school provided a satisfactory quality of education, pupils' spiritual moral, social and cultural development was good and their behaviour outstanding. The report stated that the school had paid too little attention to the regulations and that there were serious shortcomings with regard to safeguarding, health and safety and the education of children in the Early Years Foundation Stage.

The curriculum was judged as satisfactory overall despite shortcomings in the Early Years Foundation Stage. Although a curriculum policy was in place, schemes of work were inconsistent or incomplete. Teaching and assessment were satisfactory, although inadequate in the Early Years Foundation Stage. Although there were clear strengths in teaching, resources were limited and were not used effectively.

Assessment was underdeveloped with no suitable framework in place for use by teachers in planning. The school has made good progress in implementing its action plan and now meets all requirements for the curriculum. The curriculum policy has been reviewed and updated. Schemes of work, based on published schemes and showing continuity and progression between year groups and key stages, are now in place for all subjects. The Early Years Foundation Stage has been suspended, there are no children under 5 years of age on roll, and provision for this phase no longer exists. The school has invested considerable funding to purchase new resources. As a result there are new text books for each subject, which were used to good effect by pupils during the inspection, and an increase in the number of laptops. All laptops are new ones with larger number than before and the school has been rewired to allow for 2 internet points per room as an extra resource. Pupils now also benefit from a new resource centre which they use for research. In all lessons, teachers made good use of well chosen high quality resources for teaching and learning. In a Key Stage 1 lesson, they used the white board and laminated flash cards to good effect so that pupils sounded out consonant blends quickly and accurately. In a Year 10 mathematics lesson, pupils used new GCSE textbooks to answer key examination questions clearly, in order to gain further marks towards their GCSE grades. A clear framework is in place to monitor and record pupils' attainment and progress linked to National Curriculum levels of attainment and GCSE courses. Clear target setting is in place to challenge learning, together with a detailed marking policy to inform pupils how well they have done and what they need to do to improve their learning.

Appropriate group targets are clearly on display in all classrooms at Key Stages 1 to 3. Pupils work is consistently marked throughout the school with clear guidance on how to improve it. Pupils in Key Stage 4 have a clear understanding of the GCSE grades they are working towards and how they can improve this. Parents receive detailed reports on attainment and progress twice per year.

The last inspection found that the provision for pupils' welfare, health and safety was inadequate because the school did not pay sufficient attention to meeting several of the regulations with regard to health and safety and safeguarding of children. The

school had not formulated nor implemented its own health and safety policy so that some important health and safety risks were unchecked. Fluorescent light tubes were unprotected and the storage of some pupils' lunchboxes was unhygienic. Risk assessments were not carried out systematically, recruitment procedures were not robust and the school's policy for the protection of children did not contain sufficient detail and was not fully implemented. The designated member of staff for child protection had not received the required training. The school's anti-bullying policy had not been reviewed for over five years and did not take account of the latest guidance. The policy for educational visits provided too little guidance for staff and the guidance that was included was not followed consistently. The school did not include all of the required information in its admission register, nor did it comply with the requirements of the Disability Discrimination Act 1995 as amended, because it had not devised a three-year accessibility plan. The action plan has now been implemented effectively. A newly revised health and safety policy is in place, which fully meets requirements and includes the clear protocols for assessing risk and carrying out essential health and safety checks. Full risk assessments for all areas of the school are in place. These have been completed, signed and dated. There is a clear policy and new protocols are in place for ensuring the safety and welfare of pupils on educational visits which fully meet DCSF guidance. Records of visits show effective and consistent implementation of these procedures. A detailed policy for child protection is in place which fully meets requirements, provides the names of the designated person and deputy and makes clear references to other policies such as anti-bullying and health and safety. There are clear protocols in place to refer to other agencies, such as the NSPCC and the local safeguarding board. Lunch boxes are now stored hygienically in designated areas and the fluorescent lighting has been replaced with new covered lighting. The anti bullying policy now fully meets requirements and is implemented effectively through, for example, the coverage of important topics relating to bullying during anti-bullying week, such as cyber bullying and the dangers of social networking internet sites. The effectiveness of implementation was also seen in the outstanding behaviour of all pupils and no recorded incidents of bullying or racist comments since the revised policy was implemented. The school has developed a three year accessibility plan, which was seen implemented with the construction of a new disabled toilet within the timescales specified in the plan.

The previous inspection in March 2010 found significant shortcomings in meeting the regulations for the suitability of the proprietor and staff. Suitable procedures for the checking of professional and character references, and medical fitness were not in place. Recently appointed members of staff were checked with the criminal records bureau with regard to their suitability to work with children, but the required checks to ensure that all long-standing members of staff and the proprietorial body are not barred from working with children were not carried out. The school did not maintain a single central register of staff and members of the proprietorial body. The school now meets all requirements for the suitability of staff and has made good progress in implementing its action plan. All staff, including those who are long serving, have been carefully checked with the criminal records bureau as to their suitability. Detailed checks have also been carried out for qualifications, identity and medical

fitness. Checks have been made with supply teaching agencies to confirm the suitability of supply staff working in the school. Two references have been taken up for each new member of staff which clearly refers to their suitability to work with children and their suitability for the post. A single central register now fully complies with all requirements and contains the essential information on staff, supply staff the proprietor and regular visitors to the school.

The inspection of March 2010 found that although the accommodation provided adequate teaching spaces, the building was in a poor state of decorative order. The washroom facilities were inadequate because there were insufficient toilets for the numbers of pupils on roll and the hot water system was not suitably temperature-controlled. The school did not have an appropriate room to accommodate a pupil who may have become ill during the school day. The school has worked very successfully and at great financial cost to completely repair, refurbish and redecorate the building so that it now fully meets the regulations. It is now very attractive, well decorated and in an excellent state of repair. There are sufficient separate and completely refurbished washrooms for boys and girls and a separate disabled toilet. These are all provided with new sanitary ware. Hot water is now regulated and controlled with new thermostats. A new designated and fully equipped rest room for exclusive use by any pupils, who are ill, is now in use.

The last inspection found that there were a few omissions in the information provided to parents. The school did not ensure that parents were able to access its policies with regard to health and safety, child protection and its policy on exclusions. The school has met the regulations effectively by sending a letter to all parents including the details of all its policies and how parents can access these. It has also ensured this information, along with the policy on safeguarding is on the school's website.

The inspection in March 2010, highlighted serious shortcomings in the Early Years Foundation Stage. It was judged as inadequate because the school had not paid sufficient regard to the learning and development, and welfare requirements for children at this stage. For example, the school had not carried out a suitable risk assessment of the premises, appropriate staff checks were not carried out and there was no suitably qualified first-aider on site. Provision was also inadequate because children did not have sufficient opportunities to learn independently through activities they initiated themselves. Opportunities for children to learn outside were limited by the accommodation and children were not able to choose to work outside. The classroom environment did not provide a sufficiently broad range of learning opportunities for the children. Consequently, outcomes for children were only satisfactory. Learning was assessed and reported on formally, but too little regard was taken of the requirement to assess against the statutory Early Learning Goals for this age range. As a result, the school made the decision to suspend provision for the Early Years Foundation Stage and not to admit any more children under five for the foreseeable future. It notified the department of this decision in May and no children under 5 are on roll as the school now provides for pupils in Key Stages 1 to 4 only.

The regulations relating to the Early Years Foundation Stage no longer apply because the provision has been withdrawn.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements.

School details

School status	Independent		
Type of school	Day School		
Date school opened	25 November 1981		
Age range of pupils	5-16		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 32	Girls: 35	Total: 67
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£5,400		
Address of school	Lammas Road, Sutton In Ashfield, NG17 2AD		
Telephone number	01623 516879		
Email address	rod.singleton@lammas-school.co.uk		
Headteacher	Rod Singleton		
Proprietor	Lansbury Sessions		