

# Lubenham All Saints CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120143
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	379963
<b>Inspection dates</b>	8–9 December 2011
<b>Reporting inspector</b>	Nina Bee

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Blake
<b>Headteacher</b>	Rachelle Heard
<b>Date of previous school inspection</b>	26 January 2009
<b>School address</b>	School Lane Lubenham Market Harborough LE16 9TW
<b>Telephone number</b>	01858 462319
<b>Fax number</b>	01858 433341
<b>Email address</b>	admin@lubenham.leics.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	8–9 December 2011
<b>Inspection number</b>	379963

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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed seven lessons and four teachers. The work of the school was observed and inspectors looked at documentation related to the curriculum, safeguarding, school development planning, external and internal monitoring and academic performance data. Discussions were held with the headteacher, staff and the Chair of the Governing Body. Responses to questionnaires from 37 parents and carers were analysed along with eight from staff and 46 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' progress, and whether all pupil groups, particularly those with special educational needs and/or disabilities, make good progress as they move through the school.
- The curriculum, with a particular focus on the aspects which enable pupils to achieve well.
- The work of senior leaders, middle managers and the governing body, and how effectively they focus on improving the quality of teaching, learning and achievement.

## Information about the school

This is smaller than the average-sized primary school. Almost all pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average and the number with a statement of special educational needs is below average. Children in the Early Years Foundation Stage are taught in one class, alongside Year 1 pupils. The school has recently been awarded Enhanced Healthy School Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Lubenham All Saints provides a good education for its pupils. It is an exciting place to learn where pupils are well cared for and allowed to flourish both personally and academically. Pupils work hard, develop good relationships with everyone and are very keen to start learning each day. Consequently attendance is high. Pupils make a good contribution to the school community as they volunteer to become school councillors and sports ambassadors. They proudly speak of raising funds for numerous charities to help others in need. Pupils' good spiritual, moral, social and cultural development is seen in their exemplary behaviour, the sensible way they conduct themselves in all activities, including assemblies and whilst practising their Christmas play. Pupils are considerate and kind towards each other as they learn and play. They are polite and respectful to the adults who support them and visitors who come and talk to them. Pupils show a good awareness of their own culture and older pupils talk knowledgeably and maturely about different religions and world celebrations they have learnt about.

Provision for the children in Reception has improved since the previous inspection and they make good progress. All pupil groups, in Years 1 to 6, achieve well because teaching is effective and allows all ages and abilities to be suitably challenged. Staff work hard to plan exciting topics which link subjects and allow skills and knowledge to be reinforced and developed. Basic writing skills are particularly well promoted in all learning activities. Whenever pupils write, there is a strong focus on developing clear, legible pieces of writing with correct spelling. As a result, whether pupils write on white boards or in their exercise books during lessons or their Learning Logs at home, their writing is very well presented and a joy to read. Not all pupils have clear literacy and numeracy targets which are linked to the National Curriculum levels so they are not always clear what they are working towards. Whilst teachers' marking is always supportive, it does not consistently inform pupils what they need to do to improve their work and reach any targets they are given.

The headteacher, staff and governors work effectively together as a team. They know their school well and self-evaluation is accurate. Some of the systems for reviewing and evaluating policies and procedures are not rigorous enough. Nevertheless, staff morale is high and parents are pleased with all aspects of the work of the school. Ambition and drive for improvement are well embedded in all the school does. As a result, there have been good improvements, throughout the school, in teaching, learning, progress and achievement since the previous inspection. Issues from the previous inspection have been effectively addressed.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

These successes indicate that the school has good capacity to sustain improvement.

## What does the school need to do to improve further?

- Improve pupils' awareness of what they need to do to improve and move onto the next step of learning by:
  - checking that pupils have literacy and numeracy targets which are linked to the National Curriculum levels they are working towards
  - ensuring that teachers' comments in the marking of pupils' work, clearly inform pupils what they need to do to reach their targets.
  
- Ensure that the governing body is more rigorous in reviewing and evaluating school policies and procedures.

## Outcomes for individuals and groups of pupils

2

Pupils spoke confidently of enjoying school and learning. Attainment is above average in Year 6. In relation to their starting points, which vary because of small cohorts, achievement is good for all pupils. Those with special educational needs and/or disabilities are effectively supported because adults are well aware and sensitive to their specific needs. Good learning was seen in Years 3 and 4 as pupils set up experiments to investigate which was the most permeable rock when looking at flint, chalk and pumice. Higher and average attainers worked with good levels of independence whilst lower attaining pupils, including those with special educational needs and/or disabilities, were effectively supported by a teaching assistant and given a simpler sheet on which to record their answers. At all stages of the lesson, pupils of all abilities articulated their thinking in order to reinforce and develop learning. There was a buzz of excitement and enjoyment throughout. Scientific vocabulary was effectively reinforced and displayed for pupils to check their spelling was correct. All results were recorded neatly. In a Year 5 and 6 literacy lesson, pupils learnt well because they felt confident with tasks that were matched well to their age and ability. Writing activities linked well with the Ancient Greeks topic the class were studying and pupils spoke of really enjoying this work. As a result, they wrote confidently about Athenian shepherds hearing 'slashing swords' and the 'fear they felt' as they watched a battle. Much enjoyment was evident in all classrooms.

Pupils feel safe in school and speak maturely and sensibly about ways of dealing with difficult situations they may come across as they grow up such as, if anyone offers them a cigarette. They say that everyone generally gets on well together in their school community and, if not, adults are always around to sort out any disputes. Enhanced Healthy School status has recently been awarded to the school. As a result, pupils are knowledgeable about healthy lifestyles because they have learnt lots about the importance of eating healthily and taking regular exercise. They appreciate the out of school sporting activities that are put on for them. Older pupils spoke of the 'delicious, healthy school lunches' which they thoroughly enjoy each day

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

and know all about the consequences of not eating properly. The school prepares pupils well, both personally and academically for their next stage of learning.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Lessons are interesting and challenging for all ages and abilities. Teaching assistants contribute effectively to the good learning which takes place. Assessment is used well to inform planning and activities are successfully matched to pupils’ needs and abilities so pupils learn with confidence. Teachers use interactive whiteboards well to promote and reinforce learning and to make introductions to lessons stimulating. There are some good examples of teachers’ marking being both supportive and informative but this is not consistent throughout the school. Currently literacy and numeracy targets are not having a full impact on pupils’ learning because they are not used effectively during lessons or within comments in teacher’s marking to show pupils what they need to do to improve further.

The curriculum is effectively organised. Core skills and knowledge are taught through different topics enabling all pupils to achieve well, especially in reading, writing, mathematics, science and information and communication technology. In addition, a strong focus on the personal, social and health education programme and good partnerships with local schools and people in the immediate community and further afield means that pupils’ personal development as well as their academic skills are developed well. The curriculum is enriched well by exciting visits out and interesting visitors who are invited into school.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The school links well with professional organisations to enable pupils with specific needs and those facing challenging circumstances to be effectively supported. Good quality documentation is kept on these pupils. Good arrangements for when pupils move on to their next school ensure a smooth transition. During discussions, older pupils said that they feel they are well prepared to move onto their next school. Procedures to promote attendance have been successful in maintaining high attendance for the last three years.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school is effective because the ambition and drive for improvement from the headteacher, staff and governing body are strong. As a result, since the previous inspection, improvements are evident in most areas. There has been a firm focus on raising standards in reading, writing and mathematics and systems for tracking progress in these areas are well established. The role of the governing body has developed well and its contribution to the leadership and management of the school is good. Governors are now better informed and so are able to support and challenge the school more effectively than previously.

Equality of opportunity is promoted well. All pupils are treated equally and effective procedures are in place to tackle any discrimination. Safeguarding and child protection procedures were secure at the time of the inspection. However, the way safeguarding policies and procedures are reviewed, although satisfactory, is not rigorous enough. The school is a cohesive community which is evident by the way all pupils work and play amicably and are proud to take on responsibilities. Pupils have many opportunities to link with the local community, especially through the church. During the inspection, pupils spoke of visiting the local cathedral and mixing with pupils from many different backgrounds. Older pupils who went spoke about the visit and said that it was important to respect everyone whatever their background. Links with the wider world, such as Sri Lanka, enable pupils to develop a good awareness of other cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and</b>	<b>2</b>
---	----------

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>driving improvement</b> Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	2
<b>The effectiveness of the school’s engagement with parents and carers</b>	2
<b>The effectiveness of partnerships in promoting learning and well-being</b>	2
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	2
<b>The effectiveness of safeguarding procedures</b>	3
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2

## Early Years Foundation Stage

Achievement is good and children in their Reception year get off to a good start. The current Reception children are on course to reach or exceed average levels by the time they move into Year 1. Transition procedures are good and as a result, children happily come into school each day. The curriculum is well planned and appropriate for children of this age. The outdoor area has been developed well since the school was last inspected. Children now have good opportunities to learn both inside and outdoors. In addition, there is a good range and balance of adult-focused activities and those which children choose for themselves.

Teaching is good because adults have a clear understanding of how these young children learn. The teaching of sounds and letters, and basic reading and writing skills are taught particularly well. Good support was given to children as they blended sounds and then read simple words. Much enjoyment was observed as they cooperated well with each other. Outside, a small group were effectively supported as they developed their understanding of numbers whilst aiming and throwing beanbags into hoops containing numbers. Others had a great time as they tried to identify whether objects would sink or float. Relationships between adults and children are warm and caring and children develop positive attitudes to learning.

Leadership and management are good and staff are efficiently organised to be effective. Areas for improvement have been identified and are clearly recorded. Children are well looked after and cared for. Clear documentation shows each child’s progress in all areas of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
--	----------



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

All parents and carers who returned questionnaires are confident that their children are taught well, make good progress and that the school keeps their children safe. Parents and carers think that the school encourages their children to eat healthily and take regular exercise. All feel that their concerns and suggestions are listened to. They feel that the school helps them to support their children’s learning. The interesting and very well presented learning logs, which show the activities pupils do at home, clearly confirm this. Parents and carers feel that unacceptable behaviour is effectively dealt with and almost all feel that the school prepares their children well for the future. Overall, they are happy with the work of the school and feel that it is well led and managed.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lubenham All Saints CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspectors received 37 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	84	6	16	0	0	0	0
The school keeps my child safe	29	78	8	22	0	0	0	0
The school informs me about my child’s progress	20	54	17	46	0	0	0	0
My child is making enough progress at this school	17	46	20	54	0	0	0	0
The teaching is good at this school	18	49	18	49	0	0	1	3
The school helps me to support my child’s learning	23	62	14	38	0	0	0	0
The school helps my child to have a healthy lifestyle	21	57	16	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	38	19	51	1	3	0	0
The school meets my child’s particular needs	16	43	21	57	0	0	0	0
The school deals effectively with unacceptable behaviour	16	43	18	49	0	0	0	0
The school takes account of my suggestions and concerns	15	41	21	57	0	0	0	0
The school is led and managed effectively	19	51	18	49	0	0	0	0
Overall, I am happy with my child’s experience at this school	24	65	13	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 December 2011

Dear Pupils

**Inspection of Lubenham All Saints CofE Primary School, Market  
Harborough, LE16 9TW**

Thank you for making our visit to your school so enjoyable. It was interesting to talk with you and come into lessons and see you enjoying learning. It was good to see how polite and respectful you are to adults, each other and visitors to the school. Your behaviour is excellent. You raise lots of money for different charities and it is nice to see that you think of others in need.

These are the things we found out about your school.

- Yours is a good school which is well led and managed.
- You learn lots about the importance of keeping yourselves fit, eating properly, and making sure you keep yourselves safe.
- You reach levels that are above those seen in most schools by the time you leave in Year 6. That is because you are taught well, work hard and so learn effectively in lessons.
- You are all well looked after and cared for and those who look after you at home agree.
- Your attendance is higher than that found in most schools.

We have asked the staff to do a few things to improve the education you receive.

- Show you more clearly what you need to do to improve your work, especially in literacy and numeracy by:
  - making sure that you all have clear literacy and numeracy targets
  - making sure that when your work is marked you are told what you need to do
  - to improve and reach your targets.
- Check that the governing body reviews all school policies regularly.

You too can help by continuing to always do your best in lessons.

Yours sincerely

Nina Bee  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**