

Lamplugh CofE School

Kirkland, Frizington, Cumbria, CA26 3XU

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Overall, pupils make good progress at Lamplugh because their differing needs are well met. Teachers regularly check how well pupils have learned and use this information to carefully plan future lessons.
- Teaching is good and some is outstanding. There are many interesting activities in lessons which the pupils enjoy. They are involved in whole-school topics that capture their imaginations and these are successfully used to further develop their literacy and numeracy skills.
- Pupils' behaviour is exemplary. They are very keen to learn and they work very well together. This is a strong school community where there is mutual respect between pupils and staff. Pupils say they feel very safe.
- Staff respond very quickly to individual pupils' needs. When necessary, appropriate additional support is put in place to ensure both academic and personal needs are well met.
- The excellent headteacher has a very clear view of how successful the school can be and she expects the best from staff and pupils. Together with the governing body, she has brought about very significant improvements to the school including changes to the curriculum that the pupils are clearly enjoying. All staff are dedicated to improving the school and they each take on many and varied roles.

It is not yet an outstanding school because

- Occasionally, teachers do not always adapt their lessons quickly enough when pupils find the work too easy or too hard. Pupils do not always have enough time to work out things for themselves and improve their work by responding to teachers' marking.
- Although improving, too few pupils are making better than expected progress in writing in Key Stage 1.

Information about this inspection

- The inspector observed three teachers and visited eight lessons. In addition, a number of short visits were made to lessons. The inspector listened to pupils read.
- Discussions were held with school staff, groups of pupils, subject leaders, parents, a representative from the local authority and members of the governing body.
- The inspector observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's checks on how well it is doing and development plans, local authority reports, records of pupils' current attainment and progress, documents relating to pupils' attendance, behaviour and pupils' work.
- There were no responses to the on-line questionnaire (Parent View) prior to the inspection. The 18 responses received during the inspection were taken into account by the inspector.

Inspection team

Naomi Taylor, Lead inspector

Additional Inspector

Full report

- Lamplugh is a much smaller than average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (in this school these are pupils known to be eligible for free school meals) is much lower than that found nationally.
- The proportion of pupils supported at school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- Children are taught in two classes: Class 1 comprises of Reception and Years 1 and 2; Class 2 comprises of Years 3, 4, 5 and 6. For mathematics and English pupils are taught by ability and often in smaller groups.
- There have been significant changes to staffing since the previous inspection.
- The school holds Healthy School status, Activemark, Inclusion Charter Mark, Leading Aspects Award and is an Eco-school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - adapting lesson plans to maintain good pace when pupils demonstrate they can do work set to provide tasks which make them think more
 - setting work for pupils which encourages them to work out things for themselves
 - regularly allowing time in lessons for pupils to respond to teachers' marking in order to correct and improve their work.
- Ensure that all Key Stage 1 pupils make at least good progress in writing by ensuring that English lessons are planned to get the best out of all pupils.

Inspection judgements

The achievement of pupils is good

- Children in Reception settle very well into school life. This is as a result of very effective transition arrangements between school and home and also because the older pupils in the school are very caring towards the younger ones. Children quickly develop an understanding of how to play and learn well together. They demonstrate their understanding of right from wrong and show respect for each other and the adults around them.
- Most children start school with skills that are expected for their age and sometimes lower. Children make good progress in reading and mathematics in the Early Years Foundation Stage and in Years 1 and 2. However, writing is weaker but improving steadily. Pupils now join Year 3 with skills which, overall, are average.
- Throughout Key Stage 2, all groups of pupils, including those who are disabled or who have special educational needs and those who are known to be eligible for pupil premium support, make good progress and some do better. There are a number of pupils who join the school other than at the usual times and they, too, make good progress. The pupil premium is used to employ teaching assistants who play a very important role in supporting individuals and small groups of pupils both in the classroom and in one-to-one support. As a result, the gap between different groups of learners is closing.
- By the end of Year 6, almost all pupils leave school with standards in English and mathematics which are above national expectations and rising. There are now more opportunities across a range of subjects and topics to develop numeracy and literacy skills and this is now increasing how quickly pupils are improving their skills.
- Standards in reading are above average at the end of Key Stage 1 and Key Stage 2. Pupils enjoy reading and they are encouraged to practise their reading skills at home as well as in school. The younger children demonstrated how well they could link letters and sounds to work out unfamiliar words. They could retell their stories in their own words, demonstrating their understanding of what they had read. Older pupils have a very good understanding of the importance of reading to give them a good start in life.

The quality of teaching is good

- As a result of the headteacher prioritising improvements in teaching and learning through training opportunities for staff, the great majority of teaching is now good throughout the school and some teaching is outstanding. This has led to improvements in the active participation and enjoyment of pupils in their learning, resulting in improvements in achievement for all groups of pupils.
- In the best lessons, teachers and teaching assistants plan lessons really well together to ensure pupils are given work to get the best out of them. Consequently, pupils learn really quickly because they are given work which matches their ability and they are finding out things for themselves.
- An example of this was seen in a Key Stage 2 lesson, when pupils were using their topic work on space to develop their skills in English. The lesson was very well planned with a range of activities to meet the abilities of all pupils. While some worked independently on laptops to develop complex sentences, others were working on a text which had no punctuation. These pupils were encouraged to think for themselves about the punctuation needed to make sense of the text. With their partners, they engaged in trying out different ideas and then sharing their thoughts with the rest of the group before deciding on the most appropriate punctuation. All pupils were highly engaged and really enjoying their learning.
- When pupils occasionally do not learn as quickly as they could, help is swiftly put into place. The teaching assistants are highly skilled in providing support and this was seen when pupils were given help to improve their reading skills. In a small group, pupils read part of a story together

and then, very skilfully, the teaching assistant assessed their understanding. They independently used dictionaries to find the meanings of unfamiliar words to extend their vocabulary.

- Occasionally, pupils find work too easy or too hard and some teachers do not always adapt the lessons quickly enough. There is not always enough time in a few lessons for pupils to work out things for themselves.
- Although there now more opportunities for writing across the curriculum, pupils in Key Stage 1 do not always understand how to develop and improve their written work.
- Teachers and teaching assistants regularly mark pupils' work but time is not always set aside in lessons for pupils to respond to teachers' comments in order to improve their work.

The behaviour and safety of pupils are outstanding

- From a very early age, pupils develop a real sense of belonging to the school community. The older pupils are extremely mindful of the younger children and the buddy system promotes this really well.
- Pupils encourage each other during lessons, have good attitudes to learning and celebrate their achievements both in and outside of school. They respond extremely well to work by themselves and to work collaboratively on group tasks. In this way they make an exceptional contribution to their own learning. They are very proud to see their certificates displayed for all to see and this helps to drive their ambition to do well. From talking to parents and from the response to Parent View, the vast majority are very happy with the school.
- Pupils and staff alike have high expectations of behaviour and this is reflected in the behaviour log. There is mutual respect among pupils and adults who all get along extremely well together. Visitors to the school are made to feel really welcome.
- Every member of staff takes on additional responsibilities. For example, the cleaner works as a trained volunteer, listening to pupils read and teachers give their own time to provide clubs after school and take pupils on trips and residential visits. Parents and members of the governing body also give freely of their time to enhance the experiences of pupils. This demonstrates the genuine interest in developing pupils as individuals and the commitment of the community to providing the best they can for every pupil.
- Parents and pupils say that the school is a very safe place for pupils to learn. They understand how to keep themselves safe in other environments too. This was clearly demonstrated just before the Reception and Key Stage 1 pupils embarked on a trip to the theatre. They were very clear that they had to 'stick like glue' to the adults accompanying them.
- Incidences of misbehaviour are extremely rare, but are nevertheless seriously and thoroughly followed up by the headteacher. Pupils learn about different forms of bullying and are confident that should there be a problem, any adult would be at hand to help resolve issues.
- Pupils clearly thoroughly enjoy school and this reflected in above average attendance and punctuality.

The leadership and management are outstanding

- The outstanding headteacher works tirelessly to improve all aspects of the school. Alongside prioritising improvements in teaching, she has secured substantial funds to develop the outdoor areas, extend the school building and manage very well some significant changes to staffing. The headteacher's leadership during this turbulent period has been excellent. At times she has carried a heavy load. Currently, she fulfils many roles: she has a significant teaching commitment, is the special educational needs coordinator, has responsibility for leading several curriculum areas, is manager of Health and Safety and, in 2010, was accredited with Local Leader status.

- All staff are dedicated and committed to providing an all-round education for pupils. This enables most pupils to reach their academic potential alongside developing their personal growth as individuals. Teaching has improved because of the headteacher's very robust actions to remedy weaknesses in teaching.
- The school's systems to check pupils' progress are now very strong and these are used alongside other procedures to check the quality of teaching and measure how well staff are meeting their various areas of responsibility. All staff are extremely well supported through training opportunities both within the school and beyond. They are set challenging targets which are checked and linked directly to pay awards. Some necessary changes to staffing are a direct result of these fair and robust procedures.
- A new creative curriculum is enhanced by, as one pupil put it, 'tons of trips', some of which are residential when pupils are exposed to unfamiliar surroundings. 'It helps me to learn...and understand more when I see it in person', another pupil commented. This broadens pupils' horizons and prepares pupils very well for the next stage in their education. This contributes to pupils' outstanding spiritual, moral, social and cultural development.
- Since the previous inspection there have been improvements to the outdoor area for the Early Years Foundation Stage. There is now an excellent balance of teacher-led activities and opportunities for pupils to explore things for themselves both in the classroom and outdoors. The improvements are valued by parents. Consequently, the number of pupils joining the school during Key Stage 2 is growing because of the school's good reputation among parents.
- The support from the local authority is now 'light touch'.
- **The governance of the school:**
 - Since the previous inspection, a new Chair has been appointed together with many new members of the governing body. They are all very committed to seeing the school improve. The governors ensure that the school fulfils its statutory responsibilities and child protection procedures are exemplary; all staff have been vetted and trained appropriately to keep pupils safe. Governors challenge staff on how well pupils are learning and the quality of teaching. Under the leadership of the headteacher, governors are now playing a more central role in shaping the long-term plans for the school based on how well pupils are progressing compared to other schools. The governing body has also agreed the use of pupil premium funding to provide one-to-one help and small group work to ensure that the gap with national averages is closing.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112295
Local authority	Cumbria
Inspection number	403177

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair	Jane Harrison
Headteacher	Anne Francis
Date of previous school inspection	22 January 2008
Telephone number	01946 861386
Fax number	01946 861386
Email address	admin@lamplugh.cumbria.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

