

Lambourn Church of England Primary School

Greenways, Lambourn, Hungerford, RG17 7LJ

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils are achieving well.
- Children in Nursery and Reception have a successful start to school and make good progress.
- Good progress continues from Years 1 to 6.
- Teaching has improved and most pupils make good gains in their learning.
- Lessons have a clear learning focus. In most lessons, teachers set demanding tasks which help pupils to progress well.
- Pupils show a keen interest in their learning. Good attitudes and behaviour support their learning well.
- In some classes, pupils' attitudes and behaviour are outstanding.
- Pupils feel safe and well cared for by staff.
- The headteacher's leadership, vision and drive have been a key factor in the school's improvements.
- Other key leaders, members of the governing body and the local authority have played a valuable part in improving the school.

It is not yet an outstanding school because

- In just a few lessons, teachers give work that is too easy or too difficult for some pupils.
- Pupils do not always have sufficient opportunities to plan and organise their own learning.
- Some of the more-able pupils could reach higher standards in writing.

Information about this inspection

- The inspectors observed teaching and learning in 18 lessons or part-lessons.
- They held discussions with the headteacher, staff, a representative from the local authority, members of the governing body and pupils.
- The inspectors took account of the 13 responses to the online survey (Parent View) and the school's own parental survey.
- Nineteen questionnaires from staff were analysed.
- Inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

Inspection team

Derek Watts, Lead inspector

Additional inspector

Jennifer Cutler

Additional inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- An average proportion of the pupils are known to be eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed services.
- The school educates all pupils on-site. There is no alternative educational provision off the school site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up his post in September 2011.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - teachers always set tasks at the right level for pupils of all abilities
 - pupils are given plenty of opportunities to plan and organise their own learning and learn on their own.
- Raise achievement in writing for the more able by providing more opportunities for extended writing in English lessons and in a wide range of other subjects and topics.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement since the last inspection has improved from satisfactory to good.
- Children usually enter the Nursery with knowledge, understanding and skills lower than those typically expected for their age, particularly in communication and language skills. They make good progress in the areas of learning because of good teaching and the interesting activities offered.
- Good progress continues through the school, and by the end of Year 6, attainment is average in reading, writing and mathematics.
- Most disabled pupils and those who have special educational needs make similar progress to their peers because of good teaching and the guidance and support that they receive individually or in small groups.
- Effective use is made of additional funding to teach and support the pupils who are known to be eligible for the pupil premium. Individual programmes and additional class support contribute to these pupils' good progress. Records show that the school is narrowing the gap in attainment between pupils known to be eligible for free school meals and those who are not.
- The more-able pupils usually have hard enough work in lessons. Just occasionally, tasks are too easy and their rate of learning slows down.
- Pupils make good progress in reading because of the school's effective programme for the teaching of phonics (letters and the sounds they make). Furthermore, pupils are keen to read at school and at home.
- There are some good examples of pupils applying their reading skills well in independent research. For instance, Year 6 pupils carried out a detailed study of communication through the ages. They created an interesting and informative multimedia presentation of their findings from early cave paintings to the most up-to-date computer technology.
- Raising achievement in writing has been a school priority. Pupils write for a range of purposes. Their work is often interesting and imaginative. Grammar, punctuation and spelling have improved. Pupils are now applying their writing skills well in subjects other than English. However, not enough pupils attain the higher than expected levels in writing. They do not always have enough opportunities to write long, extended pieces in English and in other subjects.
- Pupils make good progress in mathematics. They acquire knowledge, skills and understanding well. Pupils apply their numeracy skills well in order to solve practical problems. For example, pupils in a Year 1 made good progress in investigating the properties of three-dimensional shapes. They acquired and used mathematical vocabulary well in describing the shapes. They found examining and making the 'nets' of these shapes challenging and made good progress.

The quality of teaching

is good

- There have been good improvements to teaching since the previous inspection. The use of assessment to plan teaching has been strengthened. There have also been good improvements to the teaching of writing and mathematics.
- There are examples of outstanding practice. For instance, in Year 4, pupils made extremely good progress in planning and writing an imaginary story. They were inspired by the teacher's enthusiasm, subject knowledge and the interesting range of books available. With skilful questioning and highly effective feedback by the teacher, pupils showed high levels of concentration as they reflected on their writing and improved it.
- Most teachers expect the best from pupils in terms of their learning and behaviour, and pupils rise to the challenge.
- Teachers establish positive relationships with pupils and manage their classes well. Pupils' spiritual, moral, social and cultural development is successfully promoted. As a result, pupils learn well together and show consideration and respect for others.

- In Nursery and Reception classes, children are provided with a range of interesting activities inside and outdoors. There is a good blend of adult-led activities and those chosen by the children. Children have good opportunities to explore and learn on their own.
- Lessons have a clear learning focus. Teachers effectively share the 'Key Learning Question' with the class so pupils know and understand what they are expected to learn. Specific learning points, success criteria, are set to guide pupils' learning.
- Essential reading skills are effectively taught through a well-structured programme. In a Year 3 class, pupils made good progress in exploring 'oa', 'o', 'ou' and 'ow' sounds. They benefited from the teacher's good articulation of the sounds. They identified words correctly and practised spelling words containing the sounds.
- Teachers' explanations and instructions are clear and informative, and promote learning effectively. Questioning is used well to challenge pupils' thinking and to check their understanding of new learning.
- In most lessons, teachers make good use of the information about pupils' attainment to plan teaching and to match tasks to pupils' different needs. As a result, pupils are suitably challenged and make good progress in acquiring knowledge and deepening their understanding. Occasionally, this information is not used well enough and tasks are too easy or too difficult for some pupils and learning slows.
- Teaching and the curriculum encourage pupils to learn independently and to find things out for themselves. Occasionally, pupils' learning is over directed by the teacher and opportunities are missed for pupils to plan and organise their own work. For example, pupils are sometimes provided with charts to record their results in mathematics and science rather than designing their own.
- Teaching assistants are used well and make a valuable contribution to pupils' learning, particularly for those who need additional help with literacy and numeracy.

The behaviour and safety of pupils are good

- Children in the Nursery class settle well into the school because of the warm and positive relationships established with adults. They enjoy the activities available and they learn and play well with the other children.
- Parents and carers who responded to Parent View and to the school's own survey stated that their children were happy, safe, well looked after and that the school promotes good behaviour. These positive views reflect the findings of the inspection.
- Pupils in Years 1 to 6 show enthusiasm and interest in their learning. Pupils are courteous, cooperative and relate well to others. They are considerate, respectful and show a clear understanding of different cultures and faiths. They behave well in lessons and around the school.
- In lessons in Years, 4, 5 and 6, pupils' attitudes to learning and their behaviour were outstanding. The school's clear records of incidents show that behaviour is typically good over time.
- Through personal, health and social education lessons, pupils have acquired a good understanding of what bullying is and the different forms it can take, including name-calling, physical bullying and cyber-bullying. They know what to do should bullying occur. Pupils informed the inspectors that bully is rare. They commented, 'If there is any bullying, it is soon sorted out.'
- Attendance has improved from low to average levels because of the action taken by the school.

The leadership and management are good

- Under the leadership and direction of the headteacher, the school has made good improvements. The headteacher, senior leaders and staff have rightly and successfully

focused their attention on improving pupils' learning.

- Staff work well as a team, and a positive and professional culture of continuous improvement has been established. Leadership roles and responsibilities have been effectively shared among the staff. Leaders play an active role in checking performance and improving their areas of responsibility.
- The school's work is systematically and thoroughly checked. As a result, senior leaders and governors have a clear overview of the school's strengths and improvement points. Planning and actions taken to bring about improvements have been successful.
- The local authority has effectively checked how well the school is doing and has provided considerable support in helping the school move forward.
- Good emphasis is placed on strengthening teaching and learning. Senior leaders and advisers from the local authority observe classroom practice and provide constructive feedback to teachers. Procedures for assessing and developing staff are effective. Targets set to help staff improve their practice are well linked to pupils' progress and to the school's improvement priorities. Good-quality training contributes well to improving teaching.
- Decisions about staff promotion and salary increases are well linked to a teacher's responsibilities and performance.
- The range of interesting themes or topics promote good achievement and enjoyment for pupils. Useful links between subjects add meaning and relevance to their learning. The good range of additional clubs and visits enrich pupils' learning.
- All groups of pupils have full access to all activities provided and the school strives to ensure that different groups of pupils do as well as they can. Discrimination is not tolerated.
- Pupil premium funding has been properly planned and allocated. Additional support has been provided. One-to-one tuition is provided to help eligible pupils who are at risk of falling behind in literacy.
- The responses to Parent View and the school's own survey show that the vast majority of parents and carers are pleased with the education and care provided for their children.
- **The governance of the school:**
 - Governance has improved since the previous inspection. Members of the governing body are enthusiastic, supportive and effective. They have a good understanding of the school's performance and how it has improved. Governors have a clear overview of pupils' attainment and progress, and how these compare to schools nationally. They also have an accurate overview of the quality of teaching. Governors understand recent requirements relating to management of staff performance and ensure that pay and promotion are linked to the progress pupils make. They check how the pupil premium funding is spent and the impact the actions have on pupils' achievement. They also make sure they receive training to improve their effectiveness further. The governors make sure that safeguarding procedures meet requirements.

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	109968
Local authority	West Berkshire
Inspection number	405266

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mike Griffiths
Headteacher	Andrew Higgs
Date of previous school inspection	20–21 September 2010
Telephone number	01488 71479
Fax number	01488 73723
Email address	headteacher@lambourn.w-berks.sch.uk

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