

# Lord Scudamore Primary School

Friar Street, Hereford, HR4 0AS

**Inspection dates** 8–9 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well, making good progress in all key stages. Children currently in Nursery join with levels below those expected. Pupils in Year 6 attain average standards in English, mathematics and other subjects.
- The progress of some groups, including disabled pupils and those with special educational needs, is outstanding.
- Teaching is good and some is outstanding. Work is pitched at just the right level and lessons are interesting and capture pupils' interest.
- Very highly developed teaching programmes motivate pupils to do their best.
- Behaviour is good in lessons because it is well-managed. Social behaviour around the academy is excellent. Pupils feel safe and understand how to keep so in different situations, for example when using the internet.
- The headteachers and other leaders provide excellent leadership and management and considerable improvements have been made between this year and last year in achievement, teaching, behaviour and the curriculum.
- Governors hold the school to account very effectively, challenging the school vigorously.

### It is not yet an outstanding school because

- Teachers do not always deploy teaching assistants effectively in lessons, especially when the teacher is talking to the whole class, and this slows the progress pupils make.
- The marking of pupils' work does not always show them how to improve, slowing their progress.

## Information about this inspection

- Inspectors observed 19 lessons including ones involving the teaching of phonics (the sounds letters make). Four lessons were jointly observed with senior managers. An assembly for Early Years Foundation Stage children and one for Key Stage 2 pupils were also observed.
- Inspectors held meetings with staff, pupils, governors, a member of the board of directors, and the school improvement partner.
- Individual pupils read aloud to the inspectors.
- The inspectors observed the academy’s work and examined a range of documents including ones relating to safeguarding pupils, the academy’s records of the progress pupils make, files of the academy’s own lesson observations, and records of pupils’ behaviour.
- They took account of 44 responses to the online parent questionnaire (Parent View) and spoke informally to parents collecting their children after school.

## Inspection team

Michael Farrell, Lead inspector	Additional Inspector
Kathryn Brunt	Additional Inspector
Jennifer Taylor	Additional Inspector
Frances Millett	Additional Inspector

## Full report

### Information about this school

- Lord Scudamore converted to become an academy school in February 2012. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be good. It is the lead academy in the Herefordshire Marches Federation of Academies which includes four other academies. Its catchment area is central Hereford with about half of the pupils coming from outside this area.
- It is a much larger-than-average primary school.
- The academy has three full-time permanent headteachers who share all aspects of leadership and management and has seven assistant headteachers.
- The school's Early Years Foundation Stage comprises Nursery and Reception classes.
- A below average proportion of pupils are eligible for support through the pupil premium (additional funding from central government for pupils known to be eligible for free school meals, children who are looked after by the local authority, or who have a parent in the armed forces).
- The percentage of pupils from minority ethnic backgrounds is similar to that found nationally.
- The percentage of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who speak English as an additional language is below average.
- The academy 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?

- Make sure teachers always deploy teaching assistants effectively in lessons so that they are actively involved when the teacher is talking to the whole class.
- Improve marking to show pupils the next steps in their learning.

## Inspection judgements

### The achievement of pupils is good

- In all key stages, pupils make good progress. Children enter Nursery at levels below expectations. Pupils at the end of year 6 work at average standards in all subjects including English and mathematics. Previously lower-than-expected progress in girls' mathematics has dramatically improved so it is now good.
- Learning is good in all key stages. Reception children made good progress in a lesson developing mathematical skills because relevant activities enabled them to investigate and rapidly develop language such as 'big', 'smaller' and 'longer'. In a Key Stage 2 English lesson, pupils progressed well in using persuasive writing because the aim of the lesson was clearly conveyed and the task engaged pupils' interest so they tried hard.
- Pupils read frequently and with enjoyment and interest. In the national phonics check Year 1 pupils exceeded the national average and pupils use these skills effectively to tackle unfamiliar words.
- Pupils' work indicates good achievement. They gain secure knowledge and understanding in a wide range of subjects so that they are well prepared for the next steps in their education.
- Pupils achieve well in literacy, numeracy and many other subjects. Good skills in literacy, communication and mathematics are encouraged and applied well in other subjects in interesting contexts.
- The progress of disabled pupils and those who have special educational needs has accelerated outstandingly this year compared with last year. For example they made excellent progress in reading. This is because pupils are identified early, their learning is very precisely monitored and extremely effective interventions are put in place such as specialist teaching.
- Funding for the pupil premium is well spent on individual and small-group support, and on very well-chosen literacy and numeracy resources. The progress of eligible pupils has rapidly sped up in the past year compared with the previous one so that they achieve similarly in reading, are just under a term behind other pupils in writing, and a little over a term behind in mathematics.

### The quality of teaching is good

- The proportion of good and outstanding teaching has increased greatly from 2010-2011 in the predecessor school to now.
- Early Years Foundation Stage children achieve well over time and current teaching includes outstanding teaching, accelerating progress. In a Nursery lesson to improve co-ordination skills, the effective structure with demonstrations, paired work and a shared song helped children to concentrate and develop their skills very well.
- A wide range of pupils' work shows the impact of good teaching. Reading, writing, communication and mathematics are taught effectively. In a Key Stage 2 history lesson on the Saxons the teacher used technical words and expected pupils to do likewise and they rose to the challenge.

- Teachers take considerable care making activities interesting and relevant, often using open-ended questions to make pupils think for themselves. In a phonics lesson Key Stage 1 pupils achieved well in learning sounds and putting them into sentences because time was well used and the teacher's checking and questioning kept pupils concentrating hard.
- Work is matched accurately to pupils' different levels of ability. Staff create a positive atmosphere for learning and behaviour is well managed using a wide range of effective strategies such as targeted praise. In a Key Stage 2 mathematics lesson involving solving money problems, the teacher made sure the tasks were relevant and pitched the work exactly so different groups made good progress.
- Teaching assistants are skilled and trained well and say that they are seen as a key part of the academy. They make a valuable contribution to pupils' learning. However, teachers do not always deploy them as well as they should when the teacher is talking to the whole class, slowing pupils' progress.
- Pupils know their broad targets for learning, for example 'to calculate perimeters'. Marking of pupils books is encouraging and the best shows pupils how to improve. However, some marking does not show pupils the next steps of learning.

### **The behaviour and safety of pupils are good**

- The social behaviour of pupils around the academy and in their interaction with each other and with adults is excellent. They are courteous and respectful because staff are models of such behaviour and convey high expectations. One of the youngest children in a group that an inspector spoke to about their views of the academy held back when the session was finished to thank the inspector for talking to them. This sort of behaviour is typical of what was regularly seen.
- In lessons, behaviour relating to learning is good because it is well managed. Pupils have a positive attitude to learning and say for example that they enjoy sporting activities and 'getting involved'. They attend the academy regularly, are punctual to lessons and try their best, listening respectfully to staff and other pupils. Occasionally their attention can wander, especially when the teacher is talking to the whole class, because teaching assistants are not always deployed well to engage them. Parents are confident that behaviour is good.
- Pupils understand clearly what bullying is and show a good awareness of different types of bullying such as name calling. They say that bullying is very infrequent but know that if any does occur they can go to a member of staff who will listen to them and take action as necessary.
- Pupils act safely around the academy with a strong awareness of others. They can readily give examples of how to keep safe, for example not spilling water near electrical appliances and they confidently talk about potential risks when using the internet. Parents are very confident indeed that their child is safe.
- Among examples of excellent improvements in behaviour and safety are the dramatic fall in reported bullying and behaviour incidents. Attendance has also improved rapidly from being in the bottom 20% of all schools to a little above average. This has been driven by a wide range of strategies from prosecution notices for parents to effective reward systems for pupils.

**The leadership and management are outstanding**

- Leaders and managers demonstrate a very strong drive to improve. At all levels they are highly ambitious for the academy and have a very detailed view of performance.
- Exceptionally detailed strategic plans lead to at least good literacy progress. A cycle of planning and monitoring linked to lesson observations strongly accelerates improvement.
- Very extensive and well-targeted staff training leads to rapidly rising teaching standards. Staff speak highly of their training and support. Excellent arrangements for the management of teachers' performance lead to good and strongly improving teaching. Newly qualified teachers are exceptionally well supported.
- Equal opportunities are very well promoted because pupils' progress is precisely monitored and effective steps are taken to speed up progress if a pupil is slipping behind. Discrimination is not tolerated.
- The highly developed curriculum provides rich opportunities for high quality learning, having an extremely positive effect on spiritual, moral, social and cultural development. Visits, visitors and regular cultural events enhance provision and there are strong international links. The number of pupils participating in after-school and other activities has greatly increased.
- Parent View responses are very positive and a recent academy survey is exceptionally so. The academy takes enormous care to support pupils whose circumstances make them and their families vulnerable. Reports to parents are perceptive and informative.
- Safeguarding fully meets requirements and procedures are exemplary.
- An outstanding range of partnerships support other academies in the federation as well as significantly enhancing Lord Scudamore's provision. Wider partnerships with academies, universities, services and others considerably enrich provision, benefiting pupils.
- **The governance of the school:**
  - Governors very strongly hold senior leaders to account, while new governors speak of their excitement at being involved. Governors and directors of the Trust ensure financial stability and use resources very well. Governors know accurately the levels of achievement of pupils and the quality of teaching in the academy. They have a precise understanding of pupil-premium funding, how it is used, why, and to what effect. They know that safeguarding is exemplary but have no complacency whatever about this. Governors are fully involved in the appraisal of the headteachers, drawing on expertise from beyond the academy as necessary. They have a very clear picture of the appraisal of other staff and know what the academy is doing to reward good teaching and tackle any underperformance.

## 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

<b>Unique reference number</b>	136761
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	411939

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	626
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert North
<b>Headteacher</b>	Peter Box, Paul Smith, Paul Whitcombe
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01432 273951
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