

Lambley Primary School

Catfoot Lane, Lambley, Nottingham, NG4 4QF

Inspection dates 29–30 January 2014

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.

- Leaders, including governors, set clear priorities to move the school forward, leading to improvements in teaching and pupils' achievement.
- Pupils achieve well in reading, writing and mathematics.
- Teaching is good. Teachers make lessons interesting and this means that pupils are motivated to learn.
- Pupils behave well. They say they feel well cared for because the school makes sure that they are safe.
- Everybody knows each other in this small school community. Friendships and the efforts of staff and pupils are valued.
- The school provides a wide range of exciting activities which promote learning and pupils' enjoyment well.

It is not yet an outstanding school because

- In mathematics, there is some variation in how well teachers mark pupils' work and use computers to advance learning.
- Teachers do not ensure that pupils consistently follow the advice they are given through marking.
- Teachers do not always check that pupils use what they learn about handwriting to present their work neatly.

Information about this inspection

- The inspector observed eight lessons, of which four were joint observations with the headteacher. The inspector observed an assembly and some teaching of groups of pupils. In all, 11 members of staff were seen teaching.
- The inspector met a group of pupils, members of the governing body, school leaders and staff, and spoke to a representative of the local authority.
- The inspector spoke to pupils during lessons about their work, looked at their books and listened to them read.
- The inspector took account of written responses from parents and the 37 responses to the online questionnaire, Parent View. The inspector spoke to parents during the inspection.
- The inspector analysed responses from the 13 questionnaires completed by school staff.
- The inspector observed the school's work, looked at progress and attendance information, improvement plans, evidence of the monitoring of teaching, and documents relating to safeguarding.

Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British.
- A below-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for those pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- All pupils in the school are taught in mixed age-range classes.
- The school shares some of its accommodation, including the school hall, with the local community.
- There is a privately-run pre-school and before and after-school childcare. As these facilities are not managed by the school's governing body, they are subject to separate inspection.

What does the school need to do to improve further?

- Raise teachers' expectations even higher and maximise pupils' good attitudes by:
 - making sure that the work in pupils' books reflects what they learn about handwriting and presentation
 - checking that pupils act on the advice they are given when teachers mark their work.
- Strengthen leadership and management by:
 - making sure that there is a consistent approach to marking pupils' work in mathematics so all pupils know how to improve
 - ensuring that teachers give pupils in all classes equal chance to use information and communication technology to aid their learning in mathematics.

Inspection judgements

The achievement of pupils is good

- Standards have risen since the previous inspection. In 2013, the Year 2 and the Year 6 test results were above average in reading, writing and mathematics.
- Standards in reading have improved markedly since the previous inspection because the school has raised the profile of reading and teaching is consistent. Pupils of all ages read regularly and make good progress. They say that they enjoy reading and that it inspires their writing and learning in other subjects.
- In writing, a greater proportion of pupils are doing better than previously. The school's data tracking assessments of how well pupils are doing, and work in books, show that pupils, including the more able, make good progress and are on track to do even better than in 2013.
- Pupils do well in writing because they say it is interesting. During the inspection, pupils in Year 5 and 6 were engrossed in writing a short story about bravery. They discussed ideas, drafted a plan and used computers to write up the story. All the pupils made good progress, including the more-able, one of whom began their writing with, 'Fear rushing through my brain.'
- In mathematics, pupils use their skills well, often for real-life purposes. For example, during a village study, they carried out a traffic survey and compared prices in the local shop. By the end of Year 6, an above-average proportion of the more-able pupils reach higher levels in the end of key stage tests. This is because work is well matched to their abilities and staff have high expectations of what they should achieve.
- When children start in the Reception class, their abilities are broadly in line with those expected for their age, although there are variations from year to year. Whatever their starting points, children achieve well in all aspects of their learning. They benefit from working alongside older children in a mixed-age class, with positive effect on their personal development.
- Standards achieved in the Year 1 national screening test of pupils' knowledge of phonics (letters and the sounds they make) were a little below the expected standard in 2013 but are improving. New ways of teaching phonics are helping pupils to do better. The school's information shows that a greater proportion of pupils than previously are on track to achieve the expected standards.
- The small number of disabled pupils and those who have special educational needs make good progress towards their individual targets. They are helped to reach their full potential because the good level of support they receive during lessons, and when working in small groups, is well matched to their needs.
- The pupil premium funding is used well to support individual pupils. As a result, eligible pupils make the same good progress as their classmates. It is not possible to comment on these pupils' relative attainment in 2013 because the number of eligible pupils in each year group is so small that there would be a risk of identifying individual pupils.
- Pupils do well in developing creative skills in painting and artwork. They know about other cultures and eras and often decide for themselves what they want to find out. For example, during a topic on the Egyptians, pupils set themselves the task of finding out about the process of mummification. Pupils use computers regularly for research and to present their work, but the

use of computers to advance their learning in mathematics varies from class to class. Pupils in some classes have rather fewer opportunities than others to use computers in this subject.

The quality of teaching is good

- Teachers match tasks well to the range of ability in the class and work is pitched at just the right level. Teaching assistants and additional staff work well with individuals and groups of pupils. They are skilled at helping pupils of all abilities to develop social and academic skills.
- Good communication between staff and consistent lesson planning mean that pupils in mixed-age classes are well provided for. Sometimes, according to their ability, pupils join older or younger pupils for lessons so there is no time wasted on tasks that are too hard or too easy.
- Good teaching in the Reception class provokes children's imaginations and makes good use of facilities around the school. For example, in their number work, children looked for patterns inside and out and enjoyed counting games linked to the story of *Hansel and Gretel*.
- Teachers encourage pupils' willingness to learn. For example, during the inspection, good teaching used a range of resources to stimulate pupils' interest in the Egyptians. Pupils keenly presented their work during an assembly, showing good recall of important facts and great enthusiasm for their learning.
- Good links made between subjects widen pupils' experiences, skills and knowledge. For example, during a topic on chocolate, pupils learnt about the 'Fair Trade' initiative in other countries, carried out science experiments, and found out about the Mayans. Homework is used well to encourage pupils to find out more and present their work to others.
- Teachers ensure that pupils make good progress because lessons build well upon previous learning. Teachers quickly spot any misunderstanding and present work in different ways so that pupils meet with success. They are skilled at asking the right questions and listen well to pupils' contributions.
- Teachers have high expectations of what pupils should achieve and how they should behave. They give pupils lessons in handwriting and guidance on how they should lay their work out and write neatly. Teachers do not check that pupils apply what they learn in their books.
- Teachers' marking in books indicates how well pupils are doing and how to improve. However, not all marking gives clear enough guidance on how to improve in mathematics. There are some good examples of pupils responding to teachers' marking and judging for themselves how well they are doing but this approach is not established in all classes.

The behaviour and safety of pupils are good

- Pupils say they enjoy school. From the time they start school in the Reception Year, children's positive attitudes contribute to the good progress they make in lessons. They listen well and enjoy voicing their opinions. They say that they like the way they learn because staff make learning fun.
- The behaviour of pupils is good. Pupils understand the school's rules and respond well to all staff because behaviour is consistently well managed. The school's logs show that the few pupils who find good behaviour difficult make marked improvement over time.

- The school's work to keep pupils safe and secure is good. Pupils say they feel well looked after and that staff help them if they have a problem. Incidents of bullying are very rare but any that do occur are fully recorded. Pupils know about different types of bullying and how to deal with any issues that may arise because of what they learn in assemblies and through personal and social education lessons.
- Pupils get on well together and value their friendships. Everyone knows each other and anyone new to the school is made to feel welcome. Older pupils are ready to look after and help the younger ones. Pupils take on jobs around the school to help staff and contribute to the school's smooth running. Some say they would like even more responsibilities.
- Pupils understand the targets they are given to work towards in English and mathematics and they are keen to do well. They are proud of their achievements. Pupils readily adopt the school's motto 'Reach for the Stars' and are keen to win rewards for regular reading and good work.
- Attendance is average. The school's figures for attendance are affected by a small number who take holidays during term time. Very few pupils are persistently late but the school continues to find ways to help parents to understand the effect of absence and lateness on their children's achievement.

The leadership and management are good

- The headteacher, ably supported by leaders and staff, has successfully improved the quality of teaching and raised the achievement of pupils. Leaders make sure that staff understand how much progress pupils should make in order to achieve well.
- Training given to staff develops their skills and meets the needs of the school well. The quality of teaching is checked regularly and targets set for staff to improve their work. A highly positive response to the questionnaires completed by staff indicates they feel valued and included in the school's policies and aims.
- The roles of subject leaders have developed well since the previous inspection. They have received sufficient training in order to carry out their responsibilities effectively. As a result, they use a variety of ways to check the quality of teaching and learning in their subjects.
- Effective support from the local authority has helped to quickly improve leadership skills and the teaching of writing and other subjects. Links with local schools enable staff to share expertise and provide extra facilities for pupils which the school alone could not provide.
- Leaders make sure that activities, enhanced by trips and visitors, engage pupils and promote spiritual, moral, social and cultural development well. The progress of every pupil, including children in the Reception Year, is carefully checked. Those in danger of falling behind receive prompt extra help to catch up. The school is committed to equality of opportunity and discrimination of any kind is not tolerated.
- The primary school sport funding is used to increase sports equipment and provide a wider range of activities for pupils, with positive effect on their engagement during physical education lessons. For example, during the inspection, pupils in Years 3 and 4 took part in a well-equipped games lesson. All had access to various equipment and made good progress in developing a range of tactics with partners and in small groups.

■ The school has good daily links with parents and a range of ways to keep them informed about school activities. A few parents who responded to the online questionnaire expressed dissatisfaction over how well the school responds to their concerns and the information they receive about their children's progress. The inspection found that the school offers a variety of ways to keep parents regularly informed about their children's progress. The school is currently exploring more ways to seek and respond to parents' views and to help them to understand how they can be involved in their children's learning.

■ **The governance of the school:**

- Governors visit the school often and know how well it is doing. They recognise how teaching and the pupils' achievement have improved and that they are now good. They evaluate their own effectiveness and devise ways to make best use of the expertise and skills in their ranks. They make sure that new governors receive the right level of training. Governors check regularly the information on how well pupils are doing and they ask pertinent questions if any are not doing well enough. They are involved in decisions about the spending of the pupil premium and they check what effect this has on pupils' achievement. Governors make decisions about staff training and review the headteacher's performance. They know that good teaching should be expected to lead to good achievement and they make decisions about teachers' pay based upon this clear understanding. They are well informed about rates of absence and are working on ways to improve attendance and punctuality. A recently formed governor group discusses how best to interact with parents but has not yet devised ways to regularly gather their views. The governing body carries out its responsibilities effectively and ensures that safeguarding procedures meet current 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	122654
Local authority	Nottinghamshire
Inspection number	430723

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	The governing body
Chair	Diane Bathgate
Headteacher	Christine Drewry
Date of previous school inspection	23 May 2012
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