

Lumbertubs Primary School

Tonmead Road, Northampton, NN3 8HZ

Inspection dates

14–15 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Senior leaders and the governing body have not been able to secure sufficient improvement in the quality of teaching and pupils' achievement.
- Teachers do not expect enough of pupils, resulting in some pupils, notably those of average ability, not making the progress they should. Teachers do not check pupils' understanding closely so they can challenge them at the right level.
- The feedback teachers give does not help pupils understand how well they are doing and how they could improve their work.
- Training for staff is not always targeted to eliminate weaknesses in teaching.
- Teachers do not always capture and sustain pupils' interest for the duration of lessons.
- Pupils do not take enough care over the presentation of their work.
- The progress pupils make in speaking is not strong across the school and some show a lack of clarity and fluency in their communication skills.
- Pupils do not have sufficiently strong skills in using calculations in solving mathematical problems.
- Checks made by senior and other leaders and by governors do not focus sharply on the impact of teaching on pupils' learning over time, and whether the school's planned actions are securing the intended results on pupils' achievement.

The school has the following strengths

- Children in Nursery and Reception make good progress from their starting points on entry because the teaching they receive is consistently good.
- Attendance is above average.
- Children and pupils supported by the specially resourced provision for pupils with special educational needs make good progress towards their individual targets.
- Pupils usually behave well around the school. They feel safe because they are cared for well by adults.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons including four observed jointly with senior leaders.
- Meetings were held with a randomly selected group of pupils, the Chair of the Governing Body, a consultant from the sponsoring academy, and senior and subject leaders. The lead inspector met the Chief Education and Operations Officer of the sponsoring Trust.
- Inspectors looked at a wide range of school documents, including the school’s own data concerning pupils’ current and recent progress, planning and monitoring documentation and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account the school’s and the governors’ survey of parental opinions. The responses to the online, Parent View, questionnaire were too few to be statistically significant. The inspectors talked informally to parents as they brought their children to school on the second day of the inspection.
- Inspectors considered 29 questionnaires returned by staff.

Inspection team

Krishan Sharma, Lead inspector	Additional Inspector
Elizabeth Needham	Additional Inspector
Kate Robertson	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is an average-sized primary school with a large nursery.
- The school became an academy on 1 November 2012, sponsored by the Collaborative Academies Trust (CAT).
- The Early Years Foundation Stage consists of part-time Nursery provision and a full-time Reception class.
- The largest ethnic group is White British. The others come from a wide range of minority ethnic groups, Black African being the largest group.
- About one in three pupils speak English as an additional language.
- The proportion of pupils supported by pupil premium is above average. This is extra funding provided for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The school has specially resourced provision for up to 10 pupils with special educational needs who have speech and language difficulties.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.
- There is provision for a breakfast club, which is managed by the governing body.
- The Chair of the Governing Body took up her post in the summer of 2013. The headteacher and the deputy head have been in post for less than two years.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make good progress by making sure that teachers:
 - expect more from all groups of pupils, particularly those who are eligible for the pupil premium and those of average ability
 - monitor pupils' progress more closely and set them work at the right level so that they are appropriately challenged
 - engage pupils in stimulating activities so that they are attentive and involved in learning throughout their lessons
 - give pupils precise feedback to help them understand how well they are achieving and how to improve their work.
- Improve achievement throughout the school by:
 - increasing opportunities for pupils to develop their speaking and listening skills
 - pupils using their calculation skills more often in solving practical mathematical problems
 - helping pupils to value the importance of tidy presentation so that their written work is clear and easy to understand.
- Strengthen leadership and management by ensuring that:
 - senior, other leaders and governors check more rigorously the effectiveness of the school's plans and actions in securing essential improvements, particularly in pupils' achievement
 - monitoring of teaching and reviews of pupils' written work focus sharply on the progress of different groups
 - staff training is directly linked to eliminating weaknesses in teaching
 - governors support and challenge leaders to move the school forward rapidly to become a good school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved. An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate because they make insufficient progress. Although children join the school with starting points below those typical nationally, their weak progress leaves them with below-average standards in English and mathematics at the end of Key Stage 2. Although pupils in the current Year 6 are on track to meet floor standards in reading, writing and mathematics, and standards are beginning to improve, underachievement throughout Key Stages 1 and 2 has not yet been overcome.
- Progress is currently weak in Year 2, showing underachievement and declining standards at the end of Key Stage 1. Pupils do not build on the good progress they make in Reception.
- Pupils' speaking skills are not as strong as they should be. They are keen to talk but their response to adults' questions and conversations with their peers are not always clear and fluent. Not enough attention is given to developing pupils' oral skills in some lessons.
- Pupils enjoy handling numbers and mostly make accurate calculations. However, their skills in using calculations in solving increasingly challenging mathematical problems are insufficiently developed.
- In the 2013 Year 6 national test results, the attainment of pupils supported by the pupil premium was nearly a year behind that of others in the school in reading, writing and mathematics. Their rate of progress was also lower than that of others. The school's current data show that the gap in attainment remains.
- Progress varies for different groups of disabled pupils and those who have special educational needs. Although some make the progress they should, some of them do not. Children and pupils supported by the specially resourced provision make good progress because the support they receive accurately meets their specific learning needs.
- Progress also varies widely between other groups in the school. A few of the most able and those of average ability do not achieve as well as they should because teachers do not demand enough of them. However, most pupils who speak English as an additional language and those of Black African heritage make good progress.
- Pupils' skills in reading are getting stronger across the school. The school's data show that the proportion of current Year 1 pupils achieving the national standard in the check on understanding sounds and corresponding letters (phonics) has increased considerably. Samples of writing seen during the inspection show progress is not as strong as in reading, particularly in pupils' presentation of their work. Pupils do not take enough care over the presentation of their work. Too often, their work is untidy and difficult to read.
- Children in Nursery and Reception make good progress from their below-average starting points. An increasing proportion of them now achieve the expected levels of performance for their age at the end of Reception.

The quality of teaching

is inadequate

- Often teachers set tasks that do not demand enough of different groups, particularly those of average ability and a few of the most able. As a result, they do not make the progress they

should.

- Teachers' checks on pupils' work and understanding in lessons are not consistently accurate. Consequently, teachers do not challenge all pupils at the right level to achieve their best. This includes those eligible for the pupil premium. Teachers' comments on pupils' work are not always precise in guiding improvement. As a result, pupils do not always understand how well they have done and what they should do next to improve their work.
- The teaching of mathematics is improving because of the clear direction given by the subject leader. However, teachers do not give pupils enough opportunities to use and apply their calculation skills in solving mathematical problems.
- The teaching of phonics has improved and accounts for improving standards in reading. The teaching of writing is competent, but not enough attention is paid to improving pupils' presentation. Teachers too readily accept work that is scruffy.
- When teaching is less successful, teachers do not sufficiently engage pupils in stimulating tasks that capture their interest. Pupils become disengaged in learning and rates of progress slow.
- The additional help provided by teaching assistants adds considerably to pupils' learning in most lessons. Pupils who find learning difficult or who need to speed up their progress benefit from the support they receive.
- In some lessons, mostly in the Early Years Foundation Stage and Year 6, enthusiastic teaching generates a love for learning. Pupils learn and achieve well.
- The teaching of pupils supported by the specially resourced provision for those with special educational needs is effective. It meets the identified individual learning needs of pupils well and the progress that these pupils make is carefully checked.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Most pupils are keen to learn, apply themselves and get on with their work. Occasionally, teachers' presentations of learning do not capture pupils' interest. As a result, pupils tend to lose concentration which hinders their learning.
- Pupils from different backgrounds get on well together in lessons and around the school. Pupils are usually polite, courteous and show good manners towards each other and members of staff. Parents, pupils and staff raise few concerns about pupils' behaviour.
- The school's behaviour records show that the number of incidents of poor behaviour has reduced substantially over the last year. Similarly, the number of pupils who have received either a fixed or permanent exclusion has fallen dramatically.
- Pupils willingly take on responsibilities to ensure the smooth running of the school. Pupils manage the library, keep classrooms tidy, and help to ensure that breaktimes are both safe and enjoyable.
- The school's work to keep pupils safe and secure is good. Leaders make sure that the school is secure and staff are carefully checked prior to appointment.

- Pupils understand different forms of bullying, including that which relates to prejudice or to the misuse of the internet. They say bullying is rare and, when it occurs, staff deal with it promptly.
- Attendance is currently above average. Senior leaders remain focused on maintaining good attendance and punctuality.

The leadership and management are inadequate

- Senior leaders have not been able to establish the good teaching needed to eliminate underachievement in the school. The current priorities for development are the right ones, reflecting senior leaders' understanding of what needs to be done to take teaching and achievement forward. However, the lack of rigour in monitoring and evaluating actions taken to bring about improvement limits what is being accomplished, particularly in ensuring better achievement.
- Although extensive, checks made by senior and other leaders on teaching are not focused enough on the impact of teaching on the progress made by different groups of pupils. This lack of focus was also evident in the reviews of pupils' written work. This means that the senior leaders have an incomplete view of the quality of teaching and of precisely what is needed to help all groups of pupils to make good progress.
- Senior leaders competently analyse the data showing pupils' rates of progress. However, the analysis shows that, although progress is improving, it is not yet good for some disabled pupils, those who have special educational needs, and those who are supported by pupil premium funding. Nevertheless, the analysis assists the school to provide extra help so that vulnerable groups enjoy equal opportunities to succeed.
- The support for pupils who are eligible for the pupil premium has not proven effective because these pupils are still attaining standards markedly below others in the school. Senior leaders note that the gap is beginning to narrow due to the extra support these pupils receive, but it remains wider than seen nationally.
- Arrangements for the management of teachers' performance clearly link decisions on pay to teachers' performance in the classroom. Teachers feel supported by the training opportunities they receive in school and the off-site training courses they attend. However, there is often not a clear link between what teachers need to do to improve their teaching and the training they receive.
- The academy should not seek to appoint newly qualified teachers.
- Subject leaders are enthusiastic about leading developments in their subjects. They promote new ideas and respond to their colleagues' requests for advice. However, their monitoring and evaluation of teaching and progress are not as effective as they need to be to improve provision and achievement.
- The leadership of the specially resourced provision maintains a regular oversight of pupils being supported and ensures they make good progress.
- Sports funding is used to deploy professional coaches to work with pupils to improve their physical fitness and enjoyment of sport. Pupils' participation has improved in a wide range of after-school physical activities, in-school activities and local competitive events. The use of

funding is helping pupils to improve their physical fitness and well-being.

- The curriculum promotes pupils' spiritual, moral, social and cultural development appropriately. For instance, pupils have frequent opportunities to develop their skills in performing arts and have developed a good understanding of faiths and cultures different to their own. Pupils do not have enough opportunities however, to practise their numeracy skills in a range of subjects.
 - The few parents who met inspectors during the inspection were pleased with the school's provision. The school's own survey confirms this view.
 - The sponsoring Collaborative Academies Trust provides a range of support. One of its consultants has provided practical support for the governing body in setting up systems to challenge and hold senior leaders to account for the school's performance. However, this support has yet to demonstrate its impact in securing the improvements needed in leadership, management and governance.
- **The governance of the school:**
- The governing body keeps itself informed about pupils' performance in the national tests and how this compares with that of other schools nationally. In general, it is also aware of the weaknesses in the quality of teaching, but it is less well informed about the details. It has not done enough to challenge leaders over the quality of teaching and over the achievement of pupils.
 - Governors support the linking of decisions on teachers' pay to their competence in enabling pupils to make progress. As a result of the external support from the sponsoring trust and the clear leadership of the knowledgeable Chair of the Governing Body, governors are now better equipped to hold senior leaders to account for the school's performance, including that of different groups present in the school.
 - The governing body has expressed its determination to maintain regular oversight of the use of pupil premium and primary school sport funds and the impact these are making on pupils' learning and achievement. However, a review of governance and use of the pupil premium are recommended to enable governors to be more effective in improving the priorities of teaching and pupils' achievement.
 - Governors ensure that safeguarding arrangements 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	138494
Local authority	Northamptonshire
Inspection number	440090

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair	Anne Partridge
Headteacher	Ceri Cook
Date of previous school inspection	Not previously inspected
Telephone number	01604 408147
Fax number	01604 402049
Email address	head@lumbertubs.northants-ecl.gov.uk

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