

Lumbertubs Primary School

Tonmead Road, Northampton NN3 8HZ

Inspection dates

15–16 March 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This a school that requires improvement

- Although pupils across the school are for the most part making accelerated progress in mathematics, reading and writing, there are still those who are not reaching age-related attainment across year groups and subjects.
- Not all pupils are making the same accelerated progress as others and, as a result, gaps in attainment are not closing as quickly for some as for others.
- The quality of teaching is not yet consistently good in all year groups. On occasions, work planned does not meet the needs of all pupils.
- While the school's curriculum is appropriately broad and balanced, pupils do not get enough opportunities to make accelerated progress and deepen their understanding across a range of subjects other than mathematics, reading and writing.
- The school does not equip many pupils with the skills to reason and explain their thinking in mathematics. This is preventing them from deepening their understanding of mathematical concepts sufficiently well.

The school has the following strengths

- The headteacher and deputy headteacher are determined and uncompromising. They have brought about necessary changes rapidly and, as a result, they have eradicated inadequate teaching and pupils' poor performance across the school.
- The school's middle leaders mirror the same commitment and determination as senior leaders. They are effective in challenging their colleagues to improve outcomes for pupils.
- The governing body is dogged in checking the quality of school improvement. It has an in-depth understanding of the school's strengths and areas for development. It uses this knowledge incisively to challenge school leaders to improve further.
- Leadership of the early years is good. Children get off to a good start because leaders know and understand their needs very well. As a result, they make good progress.
- Pupils' attitudes to learning are good. Their behaviour around school is also good.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good across subjects and year groups.
- Urgently close the remaining attainment gaps in mathematics, reading and writing.
- Broaden and deepen pupils' understanding in a range of subjects other than English and mathematics.
- Develop pupils' ability to reason and explain their understanding of mathematical concepts so that they are able to apply this knowledge to new mathematical learning.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and deputy headteacher have formed a dynamic and effective partnership that is instrumental in securing improving outcomes for pupils. Both leaders demonstrate a determination, commitment and vision to secure further improvements to ensure the school continues to improve with urgency. In the comparatively short time since the school went into special measures, the headteacher and deputy headteacher have eradicated poor-quality teaching and raised the achievement of pupils. Although a legacy of under-attainment remains, this is relatively small, compared to the significantly poor attainment of the past. Senior leaders are rigorous in checking the quality of teaching. They are quick to address areas of weakness and ensure they are rectified rapidly. Through a programme of focused training and support that is bespoke to individual teachers, leaders have ensured that teaching over time continues to improve. These actions are accelerating the progress pupils make to close learning gaps in mathematics, reading and writing. Consequently, from their starting points all groups of pupils are making at least expected progress with many making significantly better progress.
- Senior leaders are well supported by the leaders of mathematics, English and assessment. They demonstrate the same determination and commitment to bring about continuous improvement at the school. There is a real sense of teamwork and challenge within this newly formed leadership team. They have a secure understanding of the strengths and areas for development in their subjects. Leaders across the school know exactly how well each pupil is doing. As a result of careful and precise tracking of individual pupils' learning needs, school leaders know where learning gaps are. Where pupils are not learning as quickly as they should, leaders act quickly to put interventions in place to ensure pupils stay on track.
- Academy leaders carefully check the impact of pupil premium spending. Leaders have an accurate understanding of the challenges faced by this group of pupils. As a result, carefully chosen interventions such as the nurture group build pupils' self-belief and confidence and develop their resilience to learn. Funding is also used to bring in expertise from external agencies such as educational psychologists to target pupils' difficulties precisely. Current pupils supported by this funding are making the same progress as their peers in mathematics, reading and writing, and attainment gaps are closing quickly.
- Leaders ensure pupils have opportunities to learn about different faith communities and different cultures. Leaders successfully promote tolerance and fairness through a celebration of the diverse community within the school. Pupils say how much they enjoy learning from each other and finding out about each other. The promotion of pupils' spiritual, moral, social and cultural understanding is threaded throughout the school. Pupils learn about caring for others through their charity work. Pupils also have many opportunities to take part in wider events such as visits to the Houses of Parliament and the Northampton Story Book Carnival. Leaders work hard to ensure pupils share the common values of British society within a diverse learning community. Consequently, they are well prepared for life in modern Britain.
- The curriculum is for the most part broad and balanced. However, school leaders are aware that there is more work to do to ensure pupils have opportunities to deepen their understanding and achieve well in subjects other than English and mathematics.
- The leadership of special educational needs is effective. Individual plans to address the needs of these pupils are precise and carefully costed so that funding is used appropriately to meet their needs. The school works extremely well with many external agencies in order to find the exact support needed. As a result, the progress of this group of pupils is improving and they are making learning gains at similar rates to their peers.
- The additional sports funding received by the school from the government is used to provide pupils with wider opportunities to experience different types of sports such as badminton. Leaders use their links with another trust academy, Kingsthorpe College, to access sporting expertise and training for pupils and staff. As a result, the proportion of pupils taking part in sporting activity has doubled since the summer term.
- Systems for managing the performance of teachers are rigorous and effective in raising the quality of teaching. Teachers do not progress up their pay scales unless they demonstrate the impact of their work against robust targets. The significant improvements in teaching are a result of a 'no excuses' culture forming within the school. The incisive support of the Collaborative Academies Trust (CAT) academy learning adviser has been instrumental in supporting school leaders to bring about these changes in teachers' performance and pupils' outcomes.

■ The governance of the school

- The significant improvements in the governing body are a result of the actions of a determined and effective Chair of the Governing Body. Since the school went into special measures, she has listened carefully to advice and acted with urgency to ensure the governing body is able to challenge school leaders appropriately and knowledgeably. With the support of the CAT adviser for governance she has built an effective and committed team. As a result, governors know the strengths and areas for development of the school very well. The governing body understands its role as the guardian of the pupils' education well. It is reflective and challenges itself to demonstrate evidence of its own effectiveness in holding school leaders to account.
 - The governing body has effective systems for checking the quality of education at the school. Regular visits to check on the progress of pupils, and meetings with senior and middle leaders all contribute to the governors' collective knowledge of how well the school is doing. Within the governing body, individual governors take responsibility for different aspects of their strategic role. The performance management of the headteacher is managed rigorously and effectively. Other governors lead on safeguarding and tracking the progress of disadvantaged pupils.
 - Governors ensure the spending of sports funding and the pupil premium is tracked carefully. The governing body knows the impact of the spending in both these key areas and is unafraid to challenge leaders to make sure this funding is well used to benefit the pupils.
- The arrangements for safeguarding are effective. Everyone at the school is vigilant in ensuring pupils' welfare and safety are guarded. Leaders ensure the procedures for checking the suitability of adults to work with pupils are rigorous. Leaders keep well-organised and detailed information regarding pupils' safety and welfare. The safeguarding governor meets with the headteacher regularly to check policies are being adhered to. She also audits safeguarding procedures to ensure the school meets its statutory requirements fully. Senior leaders also meet weekly to review actions to ensure pupils are safeguarded. The culture and ethos of safeguarding can be seen in the regular weekly training for staff, in the displays in the school and within the school curriculum. The school is up to date with the latest national training, for example on female genital mutilation and the 'Prevent' duty.

Quality of teaching, learning and assessment

requires improvement

- Teaching has improved since the last section 5 inspection. Inadequate teaching has been eradicated and leaders have secured much more consistency in the teaching of mathematics, reading and writing. An increasing proportion of teaching in these subjects is of good quality. However, the quality of teaching requires improvement because it is not consistently good across a range of subjects and year groups. Not all teaching equals the best-quality teaching in the school.
- Teachers teach pupils a broad range of subjects. However, not all teachers plan learning that meets the needs of pupils as precisely as it needs to across the curriculum. At times, planning for learning does not challenge pupils' understanding and attainment in subjects other than mathematics and English. As a result, learning in these subjects can be superficial and is not built upon appropriately as pupils progress through the school.
- In mathematics, teachers give pupils many opportunities to use addition, multiplication, subtraction and division at an appropriate level for their age when solving mathematical problems. As a result, their mental mathematics skills have improved. However, many pupils find it difficult to explain their understanding and reasoning while solving problems. This is hindering their ability to apply their learning to new mathematical concepts. Consequently, their progress in this subject is slowed. The mathematics leader has identified this weakness and has plans in place to address it.
- Pupils are well supported to explain their understanding of the books they are reading. Across the school, teachers' planning of 'book talk' enables pupils to gain the necessary reading skills to ensure they become fluent readers. Teachers give pupils many opportunities to read aloud, choose their own reading material and share their views with others. Pupils clearly enjoy reading and are increasingly reading at a level appropriate for their age. In writing, teachers ensure pupils understand how to improve their work through 'cold' and 'hot' writing tasks. This is where pupils form an initial draft (cold task) at the beginning of a unit of work and then hone their skills to produce a high-quality finished product (hot task) at the end. Pupils spoken with during the inspection had a very clear understanding of how this approach was helping them improve their writing.

- Teachers ensure the most-able pupils receive the support they need by planning work that challenges their thinking and supports them to deepen their understanding in mathematics, reading and writing.
- Teachers follow the school policy when giving feedback to pupils about their work. The comments teachers make, either in pupils' books or through discussion, help pupils to know what they need to do next to improve their work. Pupils respond with enthusiasm to their teachers' comments and enjoy the dialogue. As a result, this is having a positive impact on the progress pupils make, particularly in mathematics, reading and writing.
- Teaching assistants are deployed well throughout the school to support the learning needs of pupils. Their work with pupils is well planned because teachers know what pupils need to learn to improve. Teaching assistants work closely with teachers to provide effective support for different groups of pupils.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. School leaders have successfully rekindled pupils' enthusiasm and commitment for learning. This can be clearly seen in the way pupils present their work, participate in lessons with real interest and excitement, and in how they work with each other in classrooms and around the school.
- Pupils willingly take on responsibility to support others. The sought-after position of member of the 'junior leadership team' shows how willing pupils are to participate in the wider needs of their school. Pupils treat their school with respect. The environment is tidy, well ordered and welcoming. Pupils gain many social skills and welcome visitors warmly and politely. It is clear pupils are proud of their school and recognise that changes brought about in recent times are benefiting their education.
- Pupils' welfare is a high priority for school leaders. Adults communicate clear messages to pupils about keeping themselves safe. Pupils have a good understanding of the dangers of taking prescribed medication without adult supervision. They understand the risks associated with smoking and drug misuse. Pupils feel safe in the school and those parents who replied to Ofsted's online questionnaire agree that their children are safe.
- Pupils understand that sometimes they may 'fall out' with their friends. They also understand that sometimes feelings can be hurt by thoughtlessness. However, pupils spoken with during the inspection felt that behaviour in the school was good. Pupils say that adults help them to recognise different types of bullying such as cyber bullying and homophobic bullying. Pupils say racist name-calling is rare and that adults deal with it quickly should it arise.

Behaviour

- The behaviour of pupils is good. In the school and in the playground pupils behave well. The school is a calm and productive place. Pupils understand what is expected of them and respond well to the high expectations adults have of them.
- Systems for managing behaviour are clearly understood by the pupils. Pupils appreciate the 'dojos' they receive for good behaviour and for demonstrating the school's values of respect, thoughtfulness, bravery and determination and kindness.
- Improved attitudes to learning can be seen in improved attendance and decreasing persistent absence. Academy leaders have fought hard to ensure every pupil is in school every day. Attendance outcomes are now broadly in line with the national picture. Leaders have successfully reduced the number of pupils who are persistently absent. Pupils want to be in the school learning.

Outcomes for pupils **require improvement**

- Pupils' outcomes across a range of subjects require improvement because attainment and progress are not consistently good across the school. The gaps in pupils' attainment in mathematics, reading and writing are closing quickly. School performance data for current pupils shows many making accelerated progress in learning. This accelerated progress is addressing the significant legacy of underachievement that characterised the school previously.
- The proportion of pupils who enter Year 1 with skills typical for their age has improved significantly in the last year. In 2015, these outcomes were broadly in line with the national average. This is due to the improvements leaders have made to the quality of the early years provision.

- Outcomes for Key Stage 1 in 2015 were significantly below the national average at level 2b+ in mathematics, reading and writing. However, for current pupils, outcomes are improving. School performance information shows pupils in Year 2 to be on track to reach age-related expectations in mathematics, reading and writing by the end of this school year. This would represent a substantial improvement.
- The proportion of pupils achieving the expected standard in the Year 1 phonics check (phonics refers to letters and the sounds that they make) in 2015 was well above the national average. This was due to the focused intervention work by the reading support teacher and better-quality teaching in this area. The predicted outcomes for this current year are slightly below those of last year. However, pupils get off to a good start in this key area of learning.
- In Key Stage 2, published information for the 2015 assessment tests indicates that most groups of pupils made at least expected progress from their different starting points at the end of Key Stage 1 in mathematics, reading and writing. The proportion of pupils who made more than expected progress in these subjects was broadly in line with the national average. However, pupils' attainment in grammar, punctuation and spelling was significantly below the national average, as was attainment at Level 4b in reading and mathematics.
- The attainment and progress of the most-able pupils currently in the school is broadly in line with their peers in mathematics, reading and writing.
- The progress and attainment of current pupils present a much more positive picture. School assessment information and work in pupils' books show many pupils to be making sustained progress over time in mathematics, reading and writing.

Early years provision

is good

- Provision in the early years has improved significantly since the last section 5 inspection. Outcomes for children leaving the early years were previously inadequate and children were not well prepared for future learning. However, in 2015, the proportion of children achieving a good level of development was broadly in line with the national average. This represents at least good progress from their starting points. As a result, they are much better prepared for the next stage in their education.
- Children enter Nursery with skills and abilities well below those typical for their age. Children's skills in reading and writing and number are particularly low. As a result of careful planning and preparation by leaders, they settle rapidly into the school and begin learning quickly. Children enjoy coming to school and gain a great deal from the well-prepared learning activities and skilled staff.
- The early years leader has a very good understanding of the learning needs of young children. Consequently, she supports staff in Nursery and Reception very well to plan learning that is absorbing and enjoyable. Children's learning journeys are planned thoroughly and thoughtfully. Staff know each child well and have increasingly high expectations of what their children can achieve. They use their observations of children's interests to plan learning that engages and excites them. As a result, children focus on their tasks with increasing concentration and fascination. This has resulted in the improved outcomes at the end of Reception across all seven early learning goals.
- Improvements in the learning environment both indoors and outside mean children have opportunities to learn about the world around them and build and create their own models and pictures. They gain skills in mathematics, reading and writing with increasing confidence. Children learn through investigation and exploration; they find things out for themselves and adults skilfully guide and support them to make learning gains.
- Children in the early years behave very well. They play with each other with consideration and resolve disagreements with growing maturity. Children listen well to their teachers and are able to share their thoughts and ideas competently. During the inspection, two children engaged the inspector in a discussion about their home learning books. They described their activities and learning proudly and with excitement. Adults had not only successfully caught the interests of the children but also engaged their parents in the learning.
- The early years leader, supported by the deputy headteacher, identifies the specific learning needs of different groups of pupils quickly. Children identified as having special educational needs receive appropriate and targeted support. Outcomes for disadvantaged children are at least in line with their peers across the early learning goals. The most-able children are much better planned for than in the past and the activities they undertake ensure their thinking and conceptual understanding is challenged well. The proportion of children who exceeded a good level of development has increased this year.
- Early years leaders have yet to address the differences in boys' and girls' attainment. Last year, boys

attained far better than girls across all seven areas of learning. Currently, this picture has reversed and now girls are outperforming in a similar way.

- Systems for keeping children safe and ensuring they are well cared for are effective. Risk assessments of the learning environment are carried out regularly to reduce the possibility of accidents. Staff are trained appropriately in paediatric first aid. The identification of a key person for each child means adults are able to notice very quickly if there are any concerns. Systems for recording concerns are robust.
- Adults work hard to engage parents in their children's learning. The use of an electronic communication system means parents are able to see immediately what their children have been doing and learning. Parents regularly add their views to their children's learning journeys and there is a real sense of partnership with home and the school.

School details

Unique reference number	138494
Local authority	Northamptonshire
Inspection number	10009862

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	241
Appropriate authority	The governing body
Chair	Anne Partridge
Headteacher	Ceri Cook
Telephone number	01604 408147
Website	www.lumbertubs.co.uk
Email address	bursar@lumbertubs.northants-ecl.gov.uk
Date of previous inspection	May 2014

Information about this school

- Lumbertubs Primary School is an average-sized school.
- The majority of pupils are White British.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of pupils supported by the pupil premium is well above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the current government floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school is part of the Collaborative Academies Trust.

Information about this inspection

- The inspectors observed 13 lessons, all jointly with either the headteacher or the deputy headteacher.
- The inspectors scrutinised a large sample of pupils' work jointly with the headteacher and deputy headteacher. The inspectors also looked at pupils' books while visiting lessons and looked at the work on the walls around the school.
- The lead inspector met with the chair, vice-chair and two other governors from the governing body. The inspector also met with the chief executive officer and the academy learning adviser of Collaborative Academies Trust.
- Meetings were held with the headteacher and deputy headteacher, the leaders of English and mathematics and assessment. A meeting was also held with the early years leader. The special educational needs leader provided information about provision for pupils who have special educational needs or disability.
- The inspectors spoke with pupils during visits to lessons and at lunchtime and playtime. The inspectors also spoke with two groups of pupils more formally.
- The inspectors analysed a large range of school documentation including school performance information on the attainment and progress of pupils, attendance, safeguarding and the checks leaders make on the quality of teaching.
- The views of parents were gathered through the 16 responses to Parent View, Ofsted's online questionnaire. Inspectors also took into account the views of parents in the playground.

Inspection team

Jan Connor, lead inspector

Heidi Malliff

Her Majesty's Inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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