

Lamplugh CofE School

Kirkland, Frizington, Cumbria CA26 3XU

Inspection dates

19–20 January 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- The significant turbulence in staffing has necessitated the headteacher having to fulfil too many additional roles and responsibilities.
- Governors are too reliant on the headteacher to set the direction for the school's future improvement.
- Pupils in key stage 1 do not make rapid enough progress in phonics.
- Pupils in key stage 2, especially those with high prior attainment, do not make rapid enough progress in writing and mathematics. There are weaknesses in their mathematical reasoning and investigation of number.
- The quality of teaching is inconsistent. Some teachers do not have high enough expectations and do not provide work that challenges the most able pupils.
- Time in lessons is not always used well.
- Opportunities for pupils' cultural development are limited.
- Opportunities are missed to reinforce pupils' key writing skills in some subjects other than English.
- Pupils are not given sufficient opportunity to develop scientific skills in key stage 2, including investigation and enquiry.

The school has the following strengths

- The headteacher knows the strengths and areas for development of her staff well and has high expectations of them.
- Leaders are ambitious for all pupils and set challenging targets.
- Pupils behave well, develop strong friendships and have an excellent understanding of how to keep safe. They feel safe and are safe.
- Pupils' spiritual, moral and social awareness is good and is closely aligned to the Christian characteristics of the school.
- The good teaching of grammar, punctuation and spelling supports pupils' good progress and outcomes in this area.
- The teaching of reading across the school is good. Pupils read widely, enjoy reading and are fluent readers by the time they leave school.
- Pupils make good progress with their written calculations in mathematics.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - strengthening and developing leadership at all levels
 - ensuring that governors have the necessary skills to set the strategic direction of the school
 - ensuring that governors hold leaders at all levels stringently to account for the difference their actions make to pupils' achievements
 - providing further opportunities to develop pupils' awareness of different cultures.
- Secure rapid progress for all groups of pupils, especially the most able, in phonics, writing and mathematics by:
 - providing more frequent opportunities for all pupils to write in detail and apply their writing skills in subjects other than English
 - developing and deepening pupils' mathematical understanding so that they are better able to apply their skills, solve problems in a range of contexts, reason and justify their answers
 - developing teachers' understanding of the development of phonics teaching to ensure that phonics sessions build rapidly on pupils' prior learning.
- Improve teaching so that it is consistently good by:
 - raising teachers' expectations and providing work that is sufficiently challenging for all pupils, especially the most able
 - ensuring that all adults check pupils' learning and progress carefully in lessons, revising work and the timing of activities to meet pupils' different needs, as required by the school's policies.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Governors and leaders until recently have had an overgenerous view of the school's performance because they have not checked how well pupils in the school achieve compared with other pupils nationally. However, more rigorous action by the headteacher is beginning to show where the school's work has declined. As a result, the right areas for development have been identified and actions are in place to address these areas.
- The headteacher has provided constancy and continuity in this small rural school. She is shouldering the majority of the work in developing all subjects, including English and mathematics. This is hindering the rates of improvement.
- Leaders and governors have used the support provided by the local authority in the past to stabilise staffing. They have not received support in the past year from the local authority. Difficulties with staffing recruitment and retention have resulted in the headteacher taking on the majority of subject development as well as supporting new staff. This, in turn, has had a negative impact on pupils' achievement.
- Despite the turnover of staff, the headteacher knows the current staff well and has high expectations of them. She monitors the quality of teaching and takes the necessary steps to drive improvement. The positive impact of this work is not showing in all classes because of the frequent turnover of teachers.
- As a result of the active support that the headteacher gives in the classroom, staff feel that their development is promoted well.
- Leaders use the pupil premium funding effectively to impact on the learning of disadvantaged pupils. As a result, the majority of this group of pupils currently in school make good progress from their starting points.
- The physical education (PE) and sport funding for primary schools is spent judiciously to increase the numbers of pupils participating in sporting activities on a regular basis and to improve the expertise of both staff and pupils. As a consequence, more pupils than previously are actively involved in sports.
- The curriculum is broad and balanced and is particularly effective in promoting fundamental British values and in contributing to pupils' good behaviour and spiritual, moral and social development. It is less effective in helping pupils to acquire knowledge, skills and understanding in all aspects of their education, for example in their scientific learning in key stage 2. The curriculum provides too few opportunities for pupils to develop an understanding of faiths and cultures other than their own.
- Parents are very supportive of the school. They actively choose Lamplugh over schools which are more local to them. They value the open communication and say that their children are happy. They feel that staffing is now more settled than it was. One parent commented that 'they seem like a very happy and polite bunch of kids'.

Governance of the school

- Since the previous inspection, a new chair of the governing body has been appointed, together with many new members of the governing body.
- The recent audit undertaken by governors, and the subsequent appointment of new governors with a wide set of skills, has strengthened the governing body. Governors undertake training which helps them in their role. However, the majority of governors are new to the role and do not yet fully carry out their statutory roles and responsibilities.
- Governors are too reliant on the direction of the headteacher. Rather than providing the strategic direction and leadership for the school, governors are too involved in day-to-day aspects. They do not ensure that actions are followed through to completion.
- Insufficient attention is given to the development of subjects other than English and mathematics, and governors do not have a clear understanding of strengths and areas for development in these subjects.
- Governors proactively seek the opinions of staff, pupils and parents and act on their findings when appropriate.
- Governors ask challenging questions about the performance of pupils overall. However, governors too readily accept an answer without further follow-up. They do not ask questions about different groups of pupils and do not have information about the impact which pupil premium funding has had on pupils' achievement.
- Governors ensure that the PE and sports funding is used appropriately. They have a clear understanding of its impact on pupils' participation in sport but less understanding of its impact on pupils' attainment in physical education.

Safeguarding

- The arrangements for safeguarding are effective.
- All checks are carried out when recruiting new staff to work with children. Staff demonstrate a good understanding of how to keep pupils safe and are aware of the signs which might suggest that a child is at risk of harm. There are clear procedures in place to ensure that all adults know to whom to report concerns. Detailed records are maintained of any disclosures, and these are followed up robustly.
- Teachers educate pupils well about how to stay safe online. Leaders work with parents to continue this education at home.
- Regular checks on site security and safety are undertaken so that staff and pupils have a safe environment in which to work and learn.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching over time has been too variable. The frequent changes to staff have meant that leaders' work in this area has not had sufficient impact. In some classes, pupils do not understand what they are learning or what is expected of them. In these classes, teaching lacks challenge and pupils are not given sufficient opportunities to develop their learning. As a result, pupils become restless and some

low-level disruption occurs. Pupils in these classes do not make good progress over time.

- Time in lessons is not always used well. For example, too much time is spent going back over previous learning, with pupils commenting that 'we have done this before, it's just a reminder'. As a result, learning slows.
- Teachers do not pick up on mistakes during lessons quickly enough. This means that some pupils continue to make the same errors in their learning.
- The majority of pupils who did not meet the expected standard in phonics at the end of Year 1 are on track to meet the standard at the end of Year 2. However, the teaching of phonics is not strong enough to ensure that all pupils gain the necessary phonic skills by the end of Year 1. Leaders are aware that this aspect needs to strengthen.
- Pupils achieve well in grammar, punctuation and spelling. However, pupils do not apply these skills consistently in their writing and there is limited teaching of the skills for writing. This, coupled with few opportunities to write at length in subjects other than English, means that pupils, including the most able, make slow progress in writing from their starting points.
- Pupils make good progress in reading. By Year 2, when most pupils have acquired the necessary phonic skills, pupils read fluently and with expression. They hesitate occasionally to use their phonic strategies to help with new words. In reading at key stage 2, inappropriate book choices sometimes slow progress because pupils choose books they do not understand. The most able pupils in key stage 2 read with fluency and expression. They are able to discuss their reading in a considered way.
- Pupils across school make good progress in written calculations in mathematics. They solve simple problems effectively. However, they are given fewer opportunities to investigate numbers and explain their thinking. As a result, the most able pupils do not reach the higher standards of which they are capable.
- Pupils in key stage 1 make good progress with map-work skills in geography, and their scientific skills are also developed well. There is little evidence of historical enquiry. In science, pupils in key stage 1 write reports to follow up the frequent opportunities that they are given to experiment and 'work scientifically'. However, no opportunities are given to write at length in history, geography or religious education.
- Teaching in key stage 2 enables pupils to develop knowledge and skills in art, computing, design technology and geography. Although pupils make progress in their understanding of history and basic science, their skills in historical enquiry and in working scientifically are less well developed.
- Regular assessments ensure that the headteacher has a good understanding of pupils' attainment in all subjects. However, leaders do not look at pupils' work with other schools to ensure that these assessments are in line with those of other schools.
- Where teaching is more effective, teachers have a good understanding of their subjects. They use this knowledge to ask skilful questions which enable pupils to develop their own thinking.
- Homework is set regularly and helps pupils to practise their basic skills. Pupils say that they get 'about the right amount' of homework.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils demonstrate an understanding of 'difference'. They speak of 'putting differences aside' but say that they have 'never really come across that'.
- Pupils are proud of their school. This is evident in the way in which they share their work and talk eagerly about the activities on offer to them. They value the range of additional activities on offer, including visits to local places. They talked about going up the Watchtower and said: 'It was really windy and we nearly got blown off.' They talked excitedly about their visit to London. However, other opportunities to find out about wider British and world cultures are limited.
- Pupils have an understanding of Buddhism and talked about visiting the Buddhist Temple. The Christian characteristics of the school enable pupils to develop a secure understanding of Christianity. The acts of collective worship enable pupils to relate their own lives to teachings from the Bible. For example, pupils discussed times when they had been brave and related this to John the Baptist. Their books show that they have less frequent opportunities to learn about other faiths.
- Through the curriculum, pupils are prepared well for life in modern Britain in that they have an understanding of democracy through their work on the school council. They understand their rights and are able to debate in a mature and sensible way, respecting the views of others. For example, key stage 2 pupils had a discussion about whether or not they should be allowed to take their mobile phones on the many residential visits on offer. However, pupils need to develop a wider cultural understanding and a wider view of different faiths.
- Pupils feel safe and say that they are supported well by their teachers. Leaders' actions have ensured that pupils know how to stay safe online and in the wider environment. Pupils talk about staying safe when using the roads around school, opportunities to learn to ride a bicycle safely and the dangers of social media.

Behaviour

- The behaviour of pupils is good. Pupils are polite and well mannered.
- Pupils say that there is almost no bullying. They are sure it would be dealt with if it did happen.
- In this small school, pupils show high levels of care for one another, with older pupils playing with younger pupils at playtimes. Older pupils take great care to ensure that younger pupils stay safe.
- Behaviour for learning is strong in most classes. Pupils want to learn, and the few instances where pupils were off-task were dealt with quickly and in line with the school's behaviour policy.
- Overall, attendance is in line with the national average.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement because not enough pupils, from their different starting points, are making good progress in reading, writing and mathematics. The turbulence in staffing over time has affected outcomes for pupils.
- The number of pupils in each year group varies from as many as 11 to as few as one, so published information about pupils' achievement varies greatly and is not comparable year-on-year or with national data.
- Too few pupils, including disadvantaged pupils, reach the expected standard in phonics at the end of Year 1. This is as a result of low expectations and a slow start to the formal teaching of phonics. Pupils who did not meet the expected standard in phonics at the end of key stage 1 are receiving additional support. Consequently, they are now making rapid progress towards meeting this standard at the end of Year 2.
- Writing opportunities are limited and the level of challenge for the most able pupils is often not high enough. As a result, pupils, including the most able, are not given enough opportunities to extend their thinking. Many of the most able pupils do not make the progress they are capable of to reach the higher standards.
- Inspection evidence shows that, currently, an increasing proportion of pupils, including disadvantaged pupils, are making at least expected progress from their starting points in reading and mathematics.
- Pupils in key stage 2 make good progress in mathematical calculations. However, the most able pupils do not work at a greater depth of understanding in investigating and reasoning in mathematics.
- Lower-attaining pupils and pupils who have special educational needs and/or disabilities make expected progress from their starting points in writing. This is not always matched in reading and mathematics. However, the headteacher, who is also the special educational needs coordinator, ensures that pupils receive additional support from well-trained school staff. As a result, progress is beginning to improve for this group of pupils.

Early years provision

Good

- Children in the early years get a good start to their education. The warm relationships between adults and children in the Nursery class enable children to develop confidence and an eagerness to learn.
- The headteacher and Reception Year teacher work closely together to improve outcomes for children in the early years. Careful recording and tracking of children's progress are used to quickly identify any gaps that might be emerging. Learning journals 'tell the story' of each child's progress and identify next steps in learning.
- The headteacher has identified appropriate training for all adults within the early years setting. She has established links with a local nursery so that staff can share their experiences and learn from one another.
- Leaders work closely with external agencies, and parents value the way in which staff communicate with them.

- Children's skills and abilities on entry are on average slightly below those typical for their age. In particular, they have more limited skills in communication, language and literacy, and social development. Due to the good teaching they receive and the focus on language development, children, including the most able, make good progress. As a result, they enter Year 1 with attainment which is at the expected level. They are well prepared for the demands of Year 1, although their knowledge and use of phonics are less secure.
- Children are safe and well cared for in a stimulating environment. There is a wide variety of activities which are planned around children's developing interests. The outdoor area for the youngest children is being further developed to provide a safe and secure environment for outdoor learning.
- The two-year-olds in the setting are cared for well and their welfare needs are met. Two-year-olds are given opportunities to develop alongside three-year-olds. Staff are suitably qualified.
- The quality of teaching is good. Teachers and teaching assistants frequently use questioning well to probe and develop children's understanding.
- Particular emphasis is placed on developing children's language skills. For example, in one class, children were matching socks with different patterns and were able to match the pairs and describe the socks as 'spotty', 'stripy' and 'dotty'.
- Behaviour is good as a result of the well-planned curriculum, which is designed to meet the developing needs of the children in all areas. Occasionally, the activities staff plan for children to access independently do not offer sufficient opportunities for meaningful play. As a result, when not engaged in activity with the teacher, children sometimes wander around the classroom.
- All statutory welfare requirements are met and children's safety and well-being are given a high priority.

School details

Unique reference number	112295
Local authority	Cumbria
Inspection number	10024160

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	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	30
Appropriate authority	The governing body
Chair	Cindy Murray
Headteacher	Anne Francis
Telephone number	01946 861386
Website	www.lamplugh.cumbria.sch.uk
Email address	admin@lamplugh.cumbria.sch.uk
Date of previous inspection	11–12 December 2012

Information about this school

- The school does not meet requirements on the publication of information about the pupil premium funding, the curriculum or safeguarding on its website.
- Lamplugh CofE School is much smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils eligible for the pupil premium is much higher than that found nationally.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- Children are taught in two classes: Class 1 comprises Reception and Years 1 and 2; Class 2 comprises Years 3, 4, 5 and 6. There is a separate class for the Nursery children which includes provision for two-year-olds.

- There have been significant changes to staffing since the previous inspection.

Information about this inspection

- The inspector observed a range of lessons or parts of lessons. Some of these observations were carried out jointly with the headteacher. The inspector looked at pupils' work, listened to pupils reading and talked with pupils about their lessons and school life.
- Meetings were held with the headteacher, teachers, representatives of the governing body and representatives from the local authority.
- The inspector observed the school's work and scrutinised documentation relating to pupils' progress and to the school's management, including the arrangements to ensure that pupils are kept safe.
- The inspector spoke with parents and staff and took account of the 11 responses to the online parent questionnaire, Parent View, and the eight free text responses.
- The inspector also took account of the school's pupil questionnaire.
- There were no responses to either the staff or pupil online questionnaires.

Inspection team

Tanya Hughes, lead inspector

Her Majesty's Inspector

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