

# Inspection of a good school: Lambourne Primary School

Hoe Lane, Abridge, Romford, Essex RM4 1AU

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Inspection dates:

8 and 9 June 2022

## **Outcome**

Lambourne Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud to attend Lambourne Primary School. They learn and play together in a lovely school environment. Pupils know how lucky they are to have a wide range of equipment, including their swimming pool, and they take great care of their surroundings. Through their time in school, pupils learn to be kind and caring young people.

In lessons and the playground, pupils behave extremely well. This is because adults have high expectations of pupils' behaviour and teach them how to behave well. Pupils are polite, listen carefully to adults and each other and have positive attitudes towards their work. Lessons are very rarely disturbed.

Adults are always on hand to help pupils if they need it. Adults take time to listen, understand and help pupils resolve problems, however minor, when they happen. Older pupils in particular value the time that adults take to help them sort out problems. Adults care deeply about the pupils and always put pupils' needs first.

Pupils feel safe in school. They are taught well about how they can manage the risks they face, especially when using the internet and mobile devices. By the time pupils leave the school in Year 6, they have a secure understanding of the potential dangers when online. They know what to do should they ever encounter any of these.

## **What does the school do well and what does it need to do better?**

Leaders have designed an ambitious curriculum. They have chosen the important knowledge they want pupils to remember and make sure it is taught in the right order. This means that as they move through the school, pupils deepen their knowledge and skills in many subjects. All pupils have access to the wide curriculum, including pupils with special educational needs and/or disabilities (SEND). Adults support pupils with SEND well. In class, they adjust some activities to help these pupils learn well.

Teachers have very strong knowledge of the subjects they teach. They present new

information to pupils clearly. They quickly step in to correct pupils' misunderstandings.

Children in the Reception class learn lots of new words in different areas of learning. Adults interact with children well to help them practise using their growing vocabulary correctly when they are speaking. The carefully designed curriculum in Reception provides a secure foundation for children's future learning.

In a small number of subjects, leaders have only recently finalised their curriculum planning. Pupils learn well in these subjects but do not develop the same depth of knowledge as they do in other curriculum areas.

Leaders have made reading a high priority. Older pupils develop a knowledge of a wide range of authors and different types of fiction books. They read and understand non-fiction books and websites to help them learn in many subjects. This is because pupils learn to read well when they are younger. Adults are skilled at teaching reading. They know precisely the sounds and words pupils need to be able to read and by when. This means they can quickly identify pupils who are not keeping up and provide them with additional support.

Pupils behave extremely well because there is a culture of mutual respect between pupils and adults. Pupils know that some people have different values and beliefs from them. They know 'it's ok to be different' and that these differences are celebrated and valued. Pupils who attend the school's Rainbow Room receive effective support to help with their social and emotional needs.

Pupils can attend a range of clubs, as well as go on trips and visits to enhance the curriculum. Many pupils represent their school in sporting competitions, including athletics, tag rugby and handball. Those who attend these competitions are proud to do so.

Staff are proud to work at Lambourne Primary School. They are well supported by senior leaders. Staff receive regular, high-quality training to help them continually improve their practice. Much of this training is provided by the trust or local authority. Staff value the professional development opportunities leaders provide.

Governors carry out their roles diligently. They know what the school does well and where further improvement is needed. They provide effective challenge to leaders to make sure the school is as good as it can be.

## **Safeguarding**

The arrangements for safeguarding are effective.

All adults in school are well trained to help them spot the signs that a pupil may be at risk of harm. They know how to report their concerns and are confident that senior leaders will act if needed. Pupils are confident to share worries with adults.

Governors make regular checks to satisfy themselves that leaders are doing all they

should to keep pupils safe. They draw on external support from the local authority to further strengthen their practice. There is a well-established culture of vigilance in school to make sure pupils are safe and know how to stay safe in the local community.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, leaders have recently introduced new curriculum plans. These are appropriate and ambitious and clearly set out what leaders intend pupils to learn. Pupils do not yet have the same detailed knowledge in these subjects as they do in the rest of the curriculum. Leaders should support teachers to fully implement the curriculum, so pupils can achieve well across all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Lambourne Primary School, to be good in May 2014.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and

pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145604
<b>Local authority</b>	Essex
<b>Inspection number</b>	10238295
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lee Batson
<b>Headteacher</b>	Sarah Noden
<b>Website</b>	<a href="http://www.lambourne.essex.sch.uk/">www.lambourne.essex.sch.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Epping Forest Schools Partnership Trust. The school joined the trust in April 2018.
- The school has a specially resourced provision for pupils with social, emotional and mental health needs on site, known as the Rainbow Room. Pupils typically attend for up to two terms. During the inspection, no pupils were attending the provision as they were in the process of reintegrating back into their own school.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils from Years 1 to 3 read to an adult.
- The inspector evaluated the curriculum plans and spoke to leaders about several other

subjects.

- The inspector held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, members of the governing body and a member of staff from the Rainbow Room.
- The inspector held telephone meetings with the chief executive officer of the trust and a representative of the local authority.
- To inspect safeguarding, the inspector looked at the single central record of recruitment and vetting checks, reviewed safeguarding paperwork and systems and spoke to leaders, teachers, support staff, governors and pupils.
- The inspector considered the 59 responses and free-text comments to Ofsted Parent View, the questionnaire for parents, along with the 28 responses to Ofsted's questionnaire for staff.

### **Inspection team**

Nathan Lowe, lead inspector

Her Majesty's Inspector

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