

# Inspection of Lumbertubs Primary School

Tonmead Road, Northampton, Northamptonshire NN3 8HZ

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Inspection dates: 11 and 12 January 2023

## Overall effectiveness

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

This is a welcoming and caring school. New pupils and visitors are made to feel at home. Pupils care for and support each other. They respect each other's differences. One pupil, typical of many, said, 'The school helps us appreciate differences in all. Everyone is unique in their own way.'

Staff have high expectations of pupils. Pupils live up to the vision of 'aiming for the top'. They 'enjoy, respect and achieve'. Teachers expect pupils to be good learners. Pupils understand that never giving up and working together leads to success.

Pupils behave well. In lessons, they listen with care to what each pupil has to say. Positive behaviours are instilled from the moment children enter the early years. Pupils are very positive in their views about behaviour in school. They say that bullying is rare. If bullying should happen, leaders take swift action to stop it. This helps pupils to feel safe in school.

Pupils take on leadership roles in school. They are proud to be prefects, librarians and magnificent mind champions. Pupils value the homely feel of the school, including Shelby, the school tortoise, and the school fish who are all part of the family.

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

Leaders continue to make improvements to the curriculum. In subjects such as reading, mathematics and science, curriculum thinking is clear. Leaders have identified the important knowledge that they want pupils to learn. They have mapped out a logically sequenced curriculum from the early years through to the end of Year 6. In a small number of subjects, leaders have not identified the precise knowledge that they want pupils to learn over time. Leaders are still working out the order in which subject content should be taught and recapped.

Staff deliver the curriculum in a way that meets the needs of all pupils. This includes pupils with special educational needs and/or disabilities (SEND). They support well pupils who speak English as an additional language. In lessons, staff adapt their approaches and identify when pupils are struggling. They enable pupils to revisit knowledge and skills often. This helps pupils to remember the knowledge that they have been taught. Pupils help each other. All groups of pupils achieve well.

Leaders have made sure that reading is a top priority. All staff have been well trained to deliver an effective early reading and phonics programme. Children in the early years and pupils in key stage 1 learn new sounds in a logical order. Staff make sure that any pupil who falls behind receives swift support to help them catch up. Pupils take home books that match the sounds that they learn in class. Pupils love to read. They particularly enjoy reading to Ted, the school dog. They strive to earn raffle tickets for reading at home.

Leaders work closely with staff and other agencies to identify any pupils who may have SEND. Extra adult support is on hand for pupils who need it. The pastoral support for pupils is a strength. Skilled staff provide nurture support to help some pupils manage their emotions. Pupils value time spent with adults to discuss their feelings.

Children in the early years are happy and curious learners. They soon learn the routines and join in shared activities with excitement. Children develop their understanding of the world around them. They also develop their personal and social skills. Children take turns and share. They enjoy learning together.

Pupils show a great determination to succeed. In lessons, they rarely lose concentration. Pupils respond well to the rewards systems in place. They behave well in lessons and during social times. There are signs that attendance is improving. However, the number of pupils who are regularly absent from school is too high. Some pupils are missing out on vital learning.

Pupils engage in a range of activities beyond the taught curriculum. They have opportunities to participate in sporting events to represent the school. Pupils learn about respecting others and democracy. They raise money for charities. Pupils know how to keep themselves safe and healthy.

Staff morale is very high. Teachers report a strong sense of teamwork and family among staff. Staff care for each other. The trust and governors consider staff's workload and well-being. They provide support and challenge in equal measure. The positive relationships among staff and leaders provide a strong example to the pupils. This is a happy school to attend and work in.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding training for staff and governors is thorough and up to date. Leaders have made sure that safeguarding is every member of staff's responsibility. There are effective systems in school for passing on all concerns. School leaders make sure that pupils and their families who need support are referred to relevant agencies quickly. Staff know pupils and their families well. Leaders make appropriate checks on adults before they work in the school. Governors make extra checks on record-keeping.

Leaders ensure that pupils learn how to stay safe. This includes when pupils are working or playing online.

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

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

- Some foundation subjects are not yet sufficiently well developed. Essential knowledge that pupils need to know and remember is not precisely identified. As a result, some pupils do not know these curriculums as well as they should. Leaders should ensure that, in all curriculum subjects, they identify the essential pieces of knowledge that pupils need to learn across each year group. This will help pupils to know and remember more over time.
- Some pupils are not attending school regularly enough. As a result, they miss too much learning and do not achieve as well as they should. Leaders and staff should continue to work with children and their families to reinforce attendance expectations and to make sure that pupils attend school regularly so they can achieve their full potential.

## 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.

## 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>	146366
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10254736
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Liam Harrison
<b>Headteacher</b>	Ceri Cook
<b>Website</b>	<a href="http://www.lumbertubs.co.uk">www.lumbertubs.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Campfire Education Trust.
- The school uses one unregistered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, the deputy headteacher, and a range of staff.
- The lead inspector met with members of the governing body, including the chair of the governing body. She also met with representatives of the trust.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspectors reviewed school policies, procedures, and records. The inspectors met

with the designated safeguarding lead and spoke with staff, governors, trust representatives and pupils about the school's approach to keeping pupils safe.

- The inspectors carried out deep dives in early reading, mathematics, science and geography. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, spoke with teachers, and spoke with pupils about their learning. The inspectors visited lessons and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around school. They considered responses to Ofsted Parent View, including free-text comments. The inspectors met with groups of staff and pupils and considered responses to Ofsted's staff and pupil survey.

### **Inspection team**

Kirsty Norbury, lead inspector

His Majesty's Inspector

Chris Davies

His Majesty's Inspector

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