



Lubenham All Saints CofE Primary School

Inspection Report

Unique Reference Number 120143
LEA Leicestershire
Inspection number 280744
Inspection dates 1 February 2006 to 1 February 2006
Reporting inspector Alison Cartlidge AI

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

Type of school	Primary	School address	School Lane
School category	Voluntary aided		Market Harborough
Age range of pupils	4 to 11		Leicestershire LE16 9TW
Gender of pupils	Mixed	Telephone number	01858 462319
Number on roll	83	Fax number	01858 433341
Appropriate authority	The governing body	Chair of governors	Mr Jonathan Palfreyman
Date of previous inspection	3 July 2000	Headteacher	Mrs Ros Dunmore

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small rural primary school takes pupils from the local and surrounding villages. Most pupils are of White British heritage. The proportion of pupils with learning difficulties is above average, but these pupils are not spread evenly through the school. No pupils have English as an additional language. Attainment on entry to the school varies from year to year though it is broadly average overall.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with a variety of good features and some weaknesses. Members of staff and governors know the school's strengths and weaknesses well, although their evaluation of overall school effectiveness is slightly too generous in respect of achievement and standards, teaching and learning, and leadership and management. Pupils' achievement and standards are satisfactory overall. Provision for pupils in the Reception Year is satisfactory. Reception pupils make satisfactory progress and by the end of the year standards are in line with nationally expected levels. Limited space in the classroom they share with Year 1 pupils, and the lack of a designated outdoor area, restrict their access to the full range of activities expected for this age group. This restricts the rate of progress of less able and less mature pupils in particular. In Years 1 to 6, standards are above average in English and broadly average in mathematics and science. Pupils make good progress in English. However, pupils do not always make enough progress in mathematics, especially in Years 3 to 6, and standards in this subject lag behind. Throughout the school, teaching is satisfactory, with all teachers preparing well for lessons and demonstrating good relationships with pupils. Teachers make good use of teaching assistants to support particular groups of pupils, but there are times, particularly during whole class work in mathematics, when the wide range of needs in each class is not met well enough, and the pace of learning is too slow. The school provides good care, support and guidance and pupils' personal development is good. Pupils are keen to come to school and behave well at all times. They enjoy the good curriculum and wide range of additional activities. Leadership and management are satisfactory. Senior managers and governors are conscientious and have ensured steady improvement since the time of the last inspection. However, procedures for monitoring the school's work are not rigorous enough especially in mathematics. The positive way that governors and members of staff work as a team will enable them to improve further. The school provides sound value for money.

What the school should do to improve further

- Raise attainment in mathematics, particularly in Years 3 to 6, by increasing the pace of learning and ensuring that teachers provide pupils with work that more closely matches their differing needs.
- Improve the progress of less mature and less able reception pupils, by providing greater opportunities for them to work outside and take part in a wider range of practical activities.
- Improve the rigour of procedures for finding out how well the school is doing so that senior managers and governors can respond more quickly to areas for improvement.

Achievement and standards

Grade: 3

Pupils' achievement and standards are satisfactory. Pupils in the Reception class make satisfactory progress overall and most are working within the nationally expected levels by the end of the year. Lower attaining and less mature pupils do not always make

enough progress, because their needs are not being met consistently. Standards in Years 1 to 6 are above average in English and broadly average in mathematics and science. Pupils make good progress in reading and writing. They make good use of their literacy skills to support learning in other subjects. In mathematics, not all pupils make enough progress from their starting points at the end of Year 2, and at the end of Year 6, standards in mathematics have been lower than in English for the last three years. The school sets satisfactorily challenging targets for test results at the end of Year 6 but these were not achieved in mathematics in 2005, with some pupils of differing ability not making enough progress. Pupils with learning difficulties and disabilities make similar progress to other pupils, although they make better progress when receiving additional support from teaching assistants.

Personal development and well-being

Grade: 2

Pupils' good personal development and well-being are evident in their happy, positive and sociable behaviour. Pupils hold sensible conversations and contribute to discussions in a mature way. They work independently in lessons though have too few opportunities to take responsibility out of lessons. Reception pupils settle into school quickly and are cheerful and well behaved, though some become a little restless when they have insufficient practical activities to choose from. Pupils' spiritual, moral, social and cultural development is good. Pupils learn about the wider and finer things in life through well targeted lessons and assemblies, as well as by following the good example set by members of staff. They develop a good understanding of different faiths and cultures. For example, a mock wedding and a class assembly about India were greatly enjoyed by parents, pupils and members of staff. Pupils have a good understanding of right and wrong and behave well in lessons and at playtimes. Their enthusiasm for school is evident in their attitudes towards learning and their good attendance. Pupils are happy with the arrangements for dealing with the occasional instances of bullying. Pupils know how to keep safe and healthy. They co-operate with members of staff and with each other to ensure each other's well-being. 'We look out for each other, especially the little ones,' said one pupil. Pupils take a satisfactory role in contributing to the community and are prepared suitably for the next stage of their education and the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers and teaching assistants work together well and lessons and resources are carefully planned and prepared. Teaching assistants are well informed, enabling them to provide good support for individuals and small groups of pupils. All members of staff have good relationships with the pupils and manage behaviour well. Teachers provide pupils with a good range of opportunities to use their reading and writing skills to support learning in other subjects. However,

in some lessons, especially in mathematics, the pace of teaching is comfortable rather than challenging, and not enough use is made of assessment information to ensure that the wide range of needs in each class is being fully met. When teachers work with the whole class they do not always vary their questioning enough or involve all the pupils, and as a result some pupils become quietly inattentive. In the Reception class, pupils are encouraged through the good use of praise, but not all lessons provide enough choice or practical activities.

Curriculum and other activities

Grade: 2

The curriculum is good overall, with a good breadth of interesting activities for pupils in Years 1 to 6, including lessons in French and good opportunities for pupils to develop their creativity. There are many good links made between subjects, reinforcing and extending pupils' skills, especially in literacy. The school uses information from tests to help fine tune the curriculum. Pupils are taught about healthy living, and physical education, which was an issue at the time of the previous report, but is now catered for well. The curriculum for pupils in the Reception Year is satisfactory, although there are too few opportunities for them to work outside or choose from a range of practical tasks. There is good provision for all pupils in out-of-school clubs and other activities. There are several residential visits, as well as frequent day visits to temples, theatres and concert halls. These activities contribute well to pupils' enjoyment and academic and personal development.

Care, guidance and support

Grade: 2

The school provides good care for pupils. Pupils' receive good support from all members of staff in their personal development. The school works well with parents and outside agencies to safeguard pupils' well-being. Child protection and risk assessment procedures are thorough. However, the inspection team agrees with the concerns raised by some parents about aspects of the school's security. The governors have suitable plans to make the necessary improvements. Nevertheless, the school ensures that pupils are safe, secure and well looked after. There are good arrangements for pupils when they first start school. One parent said, 'The school is so close-knit and friendly... my children settled in right away.' The support and guidance that pupils receive in their academic and personal development is mostly good. However, there is scope to look more closely at pupils' progress in mathematics, and to decide on ways in which pupils' learning can be more quickly targeted and supported. Pupils with learning difficulties are supported well, especially when working with teaching assistants.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There is a strong level of commitment towards school improvement and governors and members of staff care passionately about the school and its pupils. There is good teamwork and a clear understanding of the school's strengths and priorities for development, based on a careful analysis of test information. Despite the headteacher having a heavy teaching commitment, issues raised at the time of the last inspection have been conscientiously and successfully tackled and the school has a satisfactory capacity to improve further. However, the understanding of what action is needed to bring about rapid change in mathematics is less well understood. Whilst there is a clear programme for monitoring teaching and learning and evaluating school effectiveness, this process is insufficiently rigorous and explains why the school's self-evaluation is more generous than that of the inspection team. Most parents are very positive about the work of the school and they are provided with good opportunities for sharing their views about its work. The school has followed up suggestions made by parents such as improving facilities for playtime. However, pupils have too few formal opportunities for expressing their views and contributing towards monitoring school effectiveness.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. What we liked most about your school:

- You are good at reading and writing.
- Members of staff help you to learn to behave sensibly.
- The school provides you with a wide range of interesting activities.
- Your teachers are kind and caring and look after you well.
- Members of staff and governors are working hard to make the school even better.
- Your parents and carers are pleased that you enjoy coming to this school.

What we have asked your school to do now:

- Help you to learn more quickly in mathematics by giving you work that is neither too hard nor too easy.
- Provide reception children with more opportunities for working outside and for choosing practical activities.
- Make good use of information collected about how well the school is doing to make it even better.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well for the future. Yours sincerely Alison Cartlidge and Trevor Watts Inspectors