



The Lampard Community School

Inspection Report

Unique Reference Number 113637
Local Authority Devon
Inspection number 289679
Inspection date 1 November 2006
Reporting inspector Andrew Redpath HMI

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

Type of school	Special	School address	St John's Lane
School category	Community		Barnstaple
Age range of pupils	7-16		EX32 9DD
Gender of pupils	Mixed	Telephone number	01271 345416
Number on roll (school)	71	Fax number	01271 345416
Appropriate authority	The governing body	Chair	Peter Edwards
		Headteacher	J Edwards
Date of previous school inspection	21 January 2002		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Lampard Community School is a special school providing education for pupils with moderate learning difficulties (MLD) and autistic spectrum disorders (ASD). The school has a special base for some of its pupils with ASD. Almost all pupils are of White British origin and their home language is English. There are approximately twice as many boys as girls attending the school. The proportion of pupils entitled to free school meals is above the national average. Since the last inspection pupils with more complex learning difficulties have been admitted to the school. In recent years there have been changes to leadership. The present headteacher and deputy headteacher have joined the school since September 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lampard Community School provides a satisfactory standard of education with several good features. Parents hold very positive views of the school and recognise the high standard of care and support it provides. They appreciate the good communication between home and school and report how their children are happy to attend. In the words of one parent, 'I never have a day when he tells me he does not want to go to school'. Pupils particularly enjoy the excellent range of trips and activities which enrich the good curriculum. All groups participate in these activities, which help to promote pupils' good personal development. Pupils make an outstanding contribution to the community.

Teaching and learning are satisfactory. Teachers form positive relationships with pupils, giving them praise and encouragement. As a result, pupils behave well and make good progress in developing their social skills. Pupils' academic achievement is satisfactory. Assessment information is not used consistently by teachers to plan lessons. Consequently, work is not always closely matched to pupils' ability and sometimes lacks suitable challenge. This limits their progress.

Leadership and management are satisfactory. The headteacher and senior leaders have a clear vision of how the school should meet the changing needs of pupils. They have created a committed staff team who have introduced changes in the curriculum to take the school forward. Some of these changes, such as strategies to improve reading and the teaching of ASD pupils in classes alongside their peers, are quite recent. Their effect on raising standards has yet to be demonstrated.

The school has a broadly accurate understanding of its strengths and areas for further development. Some judgements of its own performance are slightly higher than inspection evidence suggests, for example the quality of teaching and pupils' achievement and standards. The use of data to check pupils' progress is underdeveloped. Regular monitoring of teaching is established, but in some cases there is a lack of detail to help teachers improve further. The school has tackled the areas identified for improvement in the last inspection report and its capacity for further improvement is satisfactory.

What the school should do to improve further

- Monitor more thoroughly the quality of teaching, so as to highlight strengths and weaknesses and share good practice.
- Make better use of assessment information to track pupils' progress and to improve teaching and learning by ensuring that all pupils have appropriate challenge in lessons.
- Evaluate recent changes in the curriculum to ensure they are successfully raising standards.

Achievement and standards

Grade: 3

Standards of attainment are low because of the pupils' learning difficulties and disabilities (LDD) but pupils make satisfactory progress in relation to their starting points. Pupils who begin school in Years 3 to 6 are generally working below Level 2 of the National Curriculum. Several of these pupils are working within Level 1 and the school uses 'P' levels (performance descriptors used for recording the attainment of pupils with LDD working towards the first level of the National Curriculum) to measure their progress in numeracy, literacy and science. School data shows that pupils are gaining higher 'P' levels over time, which is as expected given their learning difficulties. By the end of Year 11 pupils are reaching the early levels of the National Curriculum and most gain GCSE entry level passes in several subjects. Pupils also have individual targets for improving their social skills and personal development. They are making good progress in these areas and becoming increasingly independent.

The school has recently introduced strategies to improve reading and has changed arrangements for the education of pupils with ASD. Information is not yet available to show whether these changes are raising standards. Data is not used sufficiently to analyse the progress of different groups or to set targets for academic improvement. The school is currently developing appropriate systems for checking progress and setting targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy coming to school and their attendance is good. They behave well and demonstrate respect for each other and for staff. The programme of day and residential trips enriches pupils' experiences and helps develop their confidence and self-esteem. Pupils enjoy these activities and are pleased to recall how they have completed walks on Dartmoor and in Wales.

The school's recent focus on healthy living has helped to raise pupils' awareness in this area. Pupils choose healthy food at lunchtimes and take regular exercise. Pupils have a good understanding of the need to stay safe, although the school recognises the provision of sex and relationship education is an area for improvement. Pupils' spiritual, social, moral and cultural development is good. The school is twinned with a school in Gambia and pupils have raised a significant sum of money for a new school in Thailand.

Pupils make an excellent contribution to the local community. Examples of this include taking part in a dance production at a local theatre, helping with recycling and nature projects and raising money for local charities. Those who complete work placements are good ambassadors for the school. One employer commented, 'I think we achieved a good work experience for both him and me', which demonstrates the positive relationship pupils build with their community. Some pupils participate in the school

council and take responsibility for jobs around the school, such as preparing the hall for assembly and organising the recycling of paper.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers form good relationships with pupils and give praise and encouragement to help them complete their work. In the best lessons, electronic whiteboards are used to present lessons and capture pupils' interest. Resources are appropriate to pupils' age, and pictures and symbols are used to aid pupils' understanding. In some lessons there are insufficient opportunities for pupils to develop their own ideas and to reflect on what they have learned. Teaching assistants provide satisfactory individual support to pupils and occasionally they work flexibly with small groups, although this area of their work is underdeveloped. Teachers do not use assessment information consistently to plan their lessons. This results in pupils with different abilities being given similar work which is not always closely matched to their individual needs. This limits pupils' progress. Teachers are developing their knowledge to meet the changing needs of pupils. However, there is insufficient use of artefacts and visual resources to support the learning of those pupils with the most complex needs.

Curriculum and other activities

Grade: 2

The curriculum is good. It offers suitable breadth and is strengthened by links with a local college and other schools. The range of accredited courses has been extended since the last inspection. Pupils in Year 11 have opportunities to gain accreditation through the Award Scheme Development and Accreditation Network (ASDAN) and GCSE entry level courses. Some pupils study design and technology at a local mainstream school. There is a good work experience programme and a local college provides 'taster' sessions for Year 11 pupils to help them choose future courses after leaving school. The school has received the Artsmark and Sportsmark awards, reflecting its commitment to providing a broad curriculum. The curriculum is enriched by an excellent programme of extra-curricular trips and activities which make full use of community initiatives and expertise.

The curriculum has recently been reviewed and redesigned to meet the needs of pupils with more complex needs and those with ASD. As a result, many ASD pupils from the special base spend more time being taught in classes alongside their peers. This arrangement is successful in providing them with access to a broad curriculum. Provision in the special base for ASD pupils is satisfactory. Pictures and symbols are used to prepare pupils for changes in activity and reduce their anxiety, although the use of individual communication programmes is underdeveloped.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good overall. Child protection procedures are thorough and all staff have received appropriate training. Staff ensure vulnerable pupils are monitored closely yet sensitively. Pupils feel safe and appreciate the opportunities they receive for 'quiet talking' with staff about any personal concerns. The school works closely with parents and shares information effectively through use of the home-school books. Several pupils receive individual speech and language therapy sessions, although arrangements for teachers to follow up this work in lessons are underdeveloped. Guidance to help pupils improve their learning is satisfactory. New learning records have been developed which are made accessible to some pupils through the use of symbols. Pupils know their targets for personal and social development although some are unsure of how they might improve their numeracy and literacy skills.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The headteacher has been successful in engaging staff at all levels in a programme of change. Her commitment to improving standards is shared by senior leaders. Some have taken on new responsibilities recently and are still developing their roles. Parents feel their views are considered and they are overwhelmingly positive about the work of the school. All groups of pupils are included fully in the school's activities. The school also works successfully with partners in the community to extend pupils' education, and outreach work has been developed to offer advice to other schools.

The school has a satisfactory understanding of its strengths and has identified appropriate areas for improvement. Regular monitoring of teaching is established, but in some cases there is a lack of detail to help teachers improve further. Assessment data is not used sufficiently to check pupils' progress although a computer-based system is being introduced to improve monitoring. The use of resources and the deployment of staff are satisfactory. There are good levels of staffing. Support assistants are used well to support extra-curricular activities although sometimes their skills are underused in lessons. The school carries out the necessary checks prior to the appointment of staff to ensure their suitability. Governors provide a satisfactory level of support to the school and ensure that all statutory requirements are met.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you may know I inspected your school recently with another inspector. Thank you for welcoming us on our visit. We enjoyed talking to you. I am writing to let you know what we thought about your school. Here are the main points which tell you what your school does well and how it can get better:

- You enjoy coming to school and behave well.
- It is a friendly school where everyone gets on with each other.
- You particularly enjoy the excellent range of trips and visits, which help you to become more confident.
- You are very well involved with activities in your local area.
- Your parents are pleased with the school.
- You told us that you appreciate it when staff talk to you calmly, and that you feel safe in school.
- Staff look after you well.
- There have been changes in how the school teaches some of you recently. The school needs to check how well these changes are working.
- The adults in charge of the school need to let teachers know more about how well they teach and what could be done better.
- Teachers need to check you are set the right level of work in all lessons. You can help by talking with teachers about your work and thinking about what you need to do to get better.