

Lamplugh C of E School

Inspection report

Unique Reference Number	112295
Local Authority	Cumbria
Inspection number	310841
Inspection date	22 January 2008
Reporting inspector	John Heap

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	47
Appropriate authority	The governing body
Chair	Mrs Tracy Riley
Headteacher	Mrs Anne Francis
Date of previous school inspection	1 June 2004
School address	Kirkland Frizington Cumbria CA26 3XU
Telephone number	01946 861386
Fax number	01946 861386

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the standards, achievement and progress in writing; how well literacy, numeracy and information and communication technology (ICT) skills are used across the full range of subjects; the impact on pupils' learning of, first, the ability grouping arrangement, and second, the new systems for target setting and tracking pupils' achievements. The inspector gathered evidence from school documentation; interviews with pupils, parents, staff and governors; observing lessons and other activities and analysing parents' questionnaires and comments. Other aspects of the school's work were not investigated but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This small primary school serves a wholly White British population in an area which has few signs of social and economic disadvantage. The proportion of pupils entitled to free school meals is below average, as is the proportion of pupils who have learning difficulties and/or disabilities. The school has had a recent building extension that has improved accommodation for staff and pupils. The school has successfully achieved the following awards: Healthy School; Active Mark; John Muir (Environment and Conservation) Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school rightly judges itself to be good, with some outstanding features. It gives good value for money. Parents are satisfied with the strong outcomes for their children and what the school provides. They consider that the school is a very important part of the local community. A view typical of many was, 'Everyone works hard to maintain high standards for a school which is at the heart of the local community; a credit to all.' The many strengths identified in the previous inspection report have been maintained and there has also been good improvement since then, particularly in relation to the assessing and tracking of pupils' achievements. The school is well placed to improve further.

Pupils' personal development, including spiritual, moral, social and cultural development, is outstanding. Moral and social development is exemplary and leads to excellent behaviour and a family ethos in the school. A pupil falling over in the playground received lots of sympathy and assistance from her peers; many older pupils make a major contribution as play leaders and buddies. The highly effective and valued school council benefits from having a staff and governor presence at many of their meetings. Clearly, pupils thoroughly enjoy school and this is very noticeable in the consistently above average attendance and in the very good attitudes they show to school and their work. 'Lessons are usually fun and busy.'

Pupils have excellent knowledge and understanding of why it is important to lead healthy and safe lifestyles. This is because the school provides exceptional opportunities for learning through, for instance, the 'health week' and bringing a range of safety professionals into the school. The school is a secure environment that fosters confidence in the pupils and their parents.

Pupils' achievement is good because of effective teaching and learning, a strong, challenging and interesting curriculum and very detailed tracking of pupils' academic progress and achievements. Very small numbers of pupils in each year make it difficult to draw conclusions from the national data of a specific year group. Nevertheless, standards are above average at Years 2 and 6 and the trend in national test results is rising. This is good progress; as children's skills and knowledge are below those typical for their age when they enter Reception. Children reach expected skill levels by the time they enter Year 1. At the end of Years 2 and 6, reading is stronger than writing. The school recognises that writing is an area for development and there are signs that a new approach to teaching and learning is having a good effect on standards. This entails pupils engaging in several practical activities, such as role-play, before completing a substantial piece of writing. However, there is room for more writing to be done in other areas of the curriculum to provide pupils with even more opportunities to develop and hone their skills. Higher attaining pupils in Years 3 to 6 benefit from the way the groups are organised according to their prior ability. This means that learning is accelerated and pupils are doing work that is not restricted to that expected for their age. This is particularly striking in Year 4, where a group of girls are achieving well ahead of their expected levels and in Years 5 and 6 where some pupils are learning mathematics normally expected of secondary school pupils. Pupils with learning difficulties and/or disabilities also make good progress towards their targets because support for them from all staff is effective. Pupils are well prepared for their future learning and life beyond school.

The quality of teaching and learning observed during the inspection and in observations done by management is good. As a result, pupils are interested in the work, do their best and confidently develop skills. At appropriate times, there is a strong emphasis on developing good

basic skills in literacy, numeracy and ICT. Typically, teachers are clear in explaining the learning objectives for the lesson and what the expectations are. Classroom management is good and there are few disruptions to learning. The marking of pupils' work gives strong indications of how well pupils are moving towards their targets and what they need to do to improve further. In Years 3 to 6, the teacher also provides written examples of how work can be made even better. The school understands that there is further scope for even more accurate matching of work to pupils' needs. Pupils and parents rightly praise the school for the way the curriculum is enriched by a wide range of clubs, visitors and visits. The older pupils are particularly keen about the residential visit that they will make this year. The curriculum is very well modified to meet individual and group needs. For example, science is taught by a specialist teacher and some higher attaining pupils' mathematics skills benefit from links with a local secondary school and appropriate Internet sites. The play areas are packed with stimulating activities and a local conservation trail provides further opportunities for exploration.

Care, guidance and support are outstanding. Safeguarding arrangements meet national requirements and procedures for protecting pupils are firmly in place. Staff know the pupils and families very well, know what to do in an emergency and pupils know they can turn to an adult, or other pupil, for help in any situation. The monitoring of behaviour, attendance and academic achievement is very good and challenging, and promotes pupils' confidence. Challenging targets are set through the effective tracking of academic progress.

Leadership and management are good. The headteacher leads the school very well and this is appreciated by the parents who are pleased that her strong vision for the school includes further developing partnerships with themselves and the wider community. A strong staff team is being developed. Priorities in the school improvement plan are accurate, but the indicators of academic success could be more measurable. The good governing body is highly supportive and also realistic in its judgements about the school and, in fact, its own effectiveness. They are right to judge that their approaches to evaluating the work of the school need to improve and there has already been training undertaken. Financial management is prudent and surplus monies are properly earmarked for developments.

Effectiveness of the Foundation Stage

Grade: 2

Children in Reception thrive in a secure, lively and stimulating environment and their learning moves on at a good pace. They tend to reach the goals expected of five year olds by the end of the year. Effective teaching gives them a good start to their learning. Every opportunity is used to teach a range of basic skills and help them develop strong and confident independent learning skills. This was evident in a group ordering objects and numbers, as the practitioner used good questioning and prompting techniques such as, 'Have you decided ... ?' and 'Check ...,' to encourage the children to have a go and not rely on her too much. First-hand experiences are also used well to promote interest and enjoyment in learning, and to ensure that there is a sense of purpose in all activities.

The recent extension to the building has provided a much appreciated base for the youngsters, but there is still work to be done on the outdoor environment and there is a realistic plan in place to do this. Whilst much work is done outdoors, it is not possible for the children to choose to work on similar activities both indoors and outdoors.

What the school should do to improve further

- Improve the quality of writing through other subjects.

- Provide a well resourced outdoor learning area for the Reception children.
- Include more measurable indicators of academic success in the school improvement plan.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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?	2
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?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

24 January 2008

Dear Pupils

Inspection of Lamplugh C of E School, Frizington, Cumbria, CA26 3XU

I really enjoyed my time in your good school last week. You were all most welcoming, courteous and helpful.

What I really liked about your school:

- the caring and happy atmosphere in the school and the way you support each other – particularly the playleaders and buddies
- your excellent moral and social development that leads to the excellence of your attitudes to work, behaviour and the contribution you make to the school and further afield
- the good teaching and learning that promotes good progress in your academic and social development
- the strong teamwork of all the adults, including your parents, that puts your needs first
- the way that staff and governors play a full part in the activities of the school council
- the very strong and interesting range of activities that enrich your curriculum, including the residential visit
- the good leadership and management that ensure that the school continues to improve.

There are three things that I feel your school can improve. I have asked that you have more opportunities to write in other subjects, that a suitable outdoor area for the Reception children is created and that the school works harder to measure how well you are doing.

Good luck for the future.

Yours sincerely

John Heap

Lead inspector