

Lambley Primary School

Inspection report

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| Unique Reference Number | 122654 |
| Local Authority | Nottinghamshire |
| Inspection number | 314358 |
| Inspection date | 22 September 2008 |
| Reporting inspector | Kenneth Thomas |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 114 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs Diane Bathgate |
| Headteacher | Mr Adrian Nash |
| Date of previous school inspection | 20 September 2004 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Catfoot Lane Lambley Nottingham Nottinghamshire NG4 4QF |
| Telephone number | 01159313515 |
| Fax number | |

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|--------------------------|-------------------|
| Age group | 4–11 |
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Introduction

The inspection was carried out by two Additional Inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement of higher attaining pupils, the use of assessment to support pupils' progress and the effectiveness of staff with coordinating responsibilities. Evidence was gathered from observations of lessons and pupils' work, parents' questionnaires, discussions with staff, pupils and the vice-chair of governors, and extensive school documentation including its self-evaluation. Other aspects of the school's work were not investigated in detail but inspectors 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

Lambley Primary School is smaller than most other primary schools. Most children enter the Early Years Foundation Stage (EYFS) with knowledge and skills that are above those expected for their age. Almost all pupils speak English as their first language and only a small number are from minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is below average as is the percentage of pupils with a statement of special educational need. Socio-economic indicators are above average and the percentage of pupils eligible for free school meals is below average. Breakfast and after-school clubs that are not managed by the governing body are provided on site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lambley Primary School is a good school. Excellent care, support and guidance underpin pupils' outstanding personal development. Pupils say that they really enjoy being at this school because everyone is friendly. Parents agree. One wrote, 'the school has a caring community spirit, where all pupils are well known individually and well cared for'. The sense of community and partnership with parents contribute much to the school's success. In this school every child is known well and valued as an individual. They flourish in this supportive environment and develop the essential academic and personal skills necessary to do well in future.

The excellent leadership of the headteacher, coupled with his vision for the future, is at the heart of the school's success and provides a clear direction to the school's work. This has ensured good continuity at a time when there has been an unusually high turnover of staff. The management structure has been revised and new staff have been appointed to key coordinating positions. As a result, middle management is new and developing. However, subject coordinators are developing a good understanding of the school's strengths and are in the process of formulating action plans to ensure continued improvement in their areas of responsibility. In this they are supported by the strong teamwork that is evident throughout the school. Consequently the impact of the leadership and management of the school is good and school improvement plan reflects the improvement priorities staff have identified through accurate self-evaluation. The governing body knows the school well and governors capably fulfill their roles as critical friends.

Pupils reach well above average standards at the end of Year 2 and standards in English, mathematics and science continue to be well above average at the end of Year 6. Given pupils' starting points on entry to school, the well above average standards at the end of Year 6 represent good achievement overall. However, staff recognise that the achievement of higher attaining pupils, particularly in writing, could be better still and this is identified as an improvement priority. Pupils make good progress through the school because the quality of teaching and learning is good. Teachers are enthusiastic, have good subject knowledge and high expectations. Typically, lessons are well planned to provide challenging activities that stimulate pupils' interest and actively engage them in learning. As a result, the pace of lessons is brisk and pupils show clear enjoyment in learning. Occasionally, progress is slowed because introductory activities are too long and pupils spend too long listening to the teacher. Classroom management is very effective and exceptionally good behaviour is a feature of all lessons. This makes a significant contribution to pupils' achievement. Through regular assessment and the marking of work, pupils are provided with clear guidance on the standard expected and what they must do in order to improve. Mixed year group teaching is effective, with teachers providing work that offers good challenge to pupils. This extends to pupils who find learning difficult, so that they also make good progress.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. They feel safe and secure and are happy and enthusiastic learners. Everyone works together in a caring, nurturing environment where friendship and respect for one another are the norm. As a consequence, attitudes to learning are excellent. Pupils' enthusiasm for school is reflected in the excited way they enter school at the start of the day. Their enjoyment of school is one reason why attendance is high. Through many sports activities and, for example the tuck shop that is organised by the school council, pupils develop a good understanding of healthy lifestyles. They demonstrate a clear understanding of right and wrong. Staff are

conscious of the need to give pupils a broad understanding of the wider community. As a result, they have an impressive understanding of wider social and environmental issues. Pupils respond extremely well to the numerous opportunities to take responsibility and make outstanding contributions to the community. They talk with pride about their contribution to improving the local environment, such as their involvement in planning the nearby community activity park. Links with schools further afield, for example, in Uganda and the United States of America, broaden well pupils' knowledge and understanding of the diversity of cultures within a global society.

Staff demonstrate strongly caring attitudes, and pupils receive excellent personal support at the time of transition between schools. They say that they are able to talk with teachers about any of their concerns. The school fully meets statutory requirements for the protection of children and monitors health and safety issues closely. The good curriculum contributes significantly to the pupils' considerable enjoyment and to their learning. There is a strong focus on the development of key literacy skills in all subjects. Academic guidance is exemplary. Assessment practices are consistent through the school and pupils' progress is tracked regularly. Because pupils know their targets they have a clear focus for their learning.

The curriculum is enriched by visits and visitors to the school, and pupils benefit from a good range of extra-curricular activities. Computer resources have been enhanced since the last inspection and these, together with the effective use of electronic whiteboards, are used effectively to support teaching and learning across the curriculum. The school has made good progress since its previous inspection with significant improvements to resources and the curriculum. The strong commitment to providing the best quality of education possible that exists amongst staff, governors and parents gives the school good capacity for continued improvement. The school gives good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS meets the needs of children well and provides a good start to their time at school. Children thrive in a stimulating and safe learning environment. As one parent wrote, 'my child has only recently started at Lambley, but she has already settled and really enjoys getting up and going to school'. Children make good progress towards achieving the early learning goals and, by the time they enter Year 1, virtually all children have exceeded these. The good range of interesting and exciting learning activities, both inside the classroom and the outdoor area, include all the required areas of learning. The outdoor curriculum is a real strength. For example, children were observed using a multitude of recycled boxes and lengths of material to develop their problem solving skills, their ability to understand the properties of different materials and to develop their imagination. Other pupils patiently hung up socks on washing lines whilst developing their counting and matching skills. Screams of delight and discovery could be heard from another group as coloured blocks of ice with mini-beasts frozen inside them melted. All were having so much fun, they didn't realise how hard they were working developing their observation, questioning and thinking skills. New leadership and management of the EYFS are good, and ensuring that children continue to be cared for in a secure environment as provision is evaluated and priority improvement issues are identified. For example, children are embarking on a scheme to develop their early reading and writing skills as staff work hard to further improve children's progress in these areas.

What the school should do to improve further

- In line with current plans, raise the achievement of higher attaining pupils, particularly in writing.
- Ensure that the revised management structure is firmly embedded and that recently appointed subject coordinators are able to contribute fully to the drive for continued improvement.

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Annex A

Inspection judgements

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| 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

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| 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? | 1 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| 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/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are 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 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 1 |
| 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

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| How effective are teaching and learning in meeting the full range of 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 |

Leadership and management

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| 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 eliminated | 2 |
| How well does the school contribute to community cohesion? | 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

23 September 2008

Dear Children

Inspection of Lambley Primary School, Lambley, Nottinghamshire, NG4 4QF

Following the visit of Mrs Harvey and myself to inspect your school, I am writing to tell you what we found out. Before I do, I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. I have told your teachers how you were all so helpful and polite, and, through our discussions with you, it was good to hear how much you enjoy school.

We agree with you and your parents that this is a good school and one that is helping you to do well. We particularly liked the way in which you work hard in your lessons and make good progress. We believe, and your teachers agree, that some of you can make even better progress in your writing and we have asked staff to help you to do this. A real help to your teachers is your excellent behaviour because it allows them to concentrate on helping you to learn. All the staff take excellent care of you and work hard to keep you safe and healthy. Your headteacher leads the school exceptionally well and, together with the governors, makes sure that you make the most of your time at school. Because some of the teachers who help your headteacher to lead the school have only recently joined the staff we have asked that they are settled quickly so that they can do all they can to make Lambley Primary School even better.

You are really important to the school's success and, having met you, we know you will all want to continue to play your part in helping the school to be even better. Through your hard work and the care you show each other, together with your willingness to take on responsibility, you all help to make this such a happy and successful community.

With best wishes for your future.

Dr Kenneth C Thomas

Lead inspector