

# Lacock Church of England Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	126333
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315500
<b>Inspection date</b>	22 November 2007
<b>Reporting inspector</b>	Chris Nye HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally Wheeler
<b>Headteacher</b>	Jessica Caunter
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	High Street Lacock Chippenham SN15 2LQ
<b>Telephone number</b>	01249 730271
<b>Fax number</b>	01249 730271

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## Amended Report Addendum

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the impact assessment and target setting are having on achievement and progress, leadership and management by staff at different levels in the school, and how successful the school is in harnessing the advantages of a small rural school to help overcome any barriers to the quality of the provision. Evidence was gathered from lesson observations, discussions with the headteacher, chair of governors, staff and pupils, and the scrutiny of pupils' work, assessment data and documents. Other aspects of the school's work were not investigated in detail, 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

The school, which has three mixed age classes, is much smaller than average and serves the small National Trust village of Lacock and the surrounding rural area. Pupils come from mixed social and economic backgrounds. The majority of pupils live in either rented or local authority housing. The proportion entitled to free school meals is well below the national average. All the pupils are of White British heritage. The number of pupils with learning difficulties and/or disabilities is slightly below average. All the teaching staff, including the headteacher, were appointed in the last three years. The school holds the Basic Skills Quality Mark 2 and has twice achieved Healthy Schools status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Lacock C of E Primary School is a good and improving village school with some outstanding features. Pupils greatly enjoy their learning and benefit from excellent levels of care, guidance and support. The headteacher has skilfully led the school through a recent time of considerable change and she has received exceptionally good support from the governors, parents and staff. The impact of these changes is starting to show in improvements in the quality of the provision. As one parent commented, 'Great things have been achieved in recent years.' The school works very well with parents and the community. It has developed excellent initiatives to encourage parents' involvement in their children's learning, such as clear guidance on how they can support writing and the very successful family learning projects. It has a good capacity for further improvement because it has a clear understanding of its strengths and is determined to overcome its weaknesses.

The standards achieved by pupils have improved in recent years and are average overall, with most achieving expected levels in English, mathematics and science by the time they leave at the end of Year 6. Many of these pupils started school with skills in reading, writing and mathematics that were below those expected for their age, so the progress that they made was good. Recently, progress in reading and writing has improved considerably throughout the school, and pupils at the end of Key Stage 1 reached above average standards in 2007. However, progress in mathematics is not as fast. The school is aware of this and is putting in place suitable strategies to improve teaching and learning in mathematics. Standards in speaking and listening are very good because pupils are encouraged to be confident and articulate speakers. Pupils with learning difficulties and/or disabilities make good, and sometimes very good, progress relative to their starting points because they are identified early and receive well-planned support.

Pupils' personal development and well-being are good with some outstanding features. Their spiritual, social and moral development is outstanding and well demonstrated through the sensible and caring way in which pupils treat each other. As one parent commented, 'The whole school environment is like that of a large family with older children really looking out for and caring for younger ones.' The pupils get on very well together, and are aware of the need to play safely and sensibly. This is particularly evident in the front playground, which has the problem of a low boundary wall. Pupils' cultural development is very good. Strong links with pupils from other countries such as France, projects such as the India project and visits from teachers from Uganda ensure that pupils are developing a very good knowledge and understanding of the wider world.

Pupils are very knowledgeable about the need to follow healthy lifestyles. They have an impressively wide range of sporting opportunities, including specialist coaching. Healthy eating is actively encouraged, for example pupils conducted an awareness raising survey of lunch boxes. Pupils make a very valuable and enthusiastic contribution to both the local and global community. As well as fund raising events, pupils have also published a very well designed village guide for the National Trust.

'What the school lacks in facilities and outside space is more than made up for by the caring and excellent staff.' This parent's comment summarises very well the quality of provision at Lacock C of E Primary School. Teaching is good, and much is outstanding, especially for older pupils. Lessons are very well planned to take account of the age and ability range in classes

and relationships between adults and pupils are exemplary. Teaching assistants make a very valuable contribution to both teaching and learning. Pupils' work is accurately marked; systems to assess and track pupils' progress are robust and the outcomes are effectively used to inform the planning of lessons. A strength is the awareness that pupils have of their targets, especially in English, and what they need to do to improve. Most pupils behave well in lessons, but sometimes younger ones become over exuberant and this can disrupt the otherwise rigorous pace of lessons. The curriculum is well planned and clear links between subjects help pupils to understand how skills such as writing and information and communication technology can support their learning in other subjects. The range and quality of curriculum enrichment is outstanding and provides excellent support for both lessons, for example through visits by drama groups and a 'Victorian school inspector', and pupils' hobbies and interests. One parent rightly commented that 'although small, the school offers a huge range of opportunities and experiences'.

The leadership and management of the school are good. The headteacher has developed an effective team, which works well together and makes excellent use of outside agencies, such as local authority support services and other schools. Both the headteacher and governors work very well together to raise standards through the effective monitoring and analysis of the quality of the provision. They have a clear picture of what needs to be done to improve. The resulting development plan identifies suitable priorities and actions, but does not always make it sufficiently clear how these actions will measurably improve outcomes for pupils. The teachers are all new to the school and their curriculum management roles. Although they have made a good start, the management of the curriculum is not yet fully embedded because their monitoring is underdeveloped.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The provision for the youngest children is good because it is well led and managed and the adults work well as a team. The children are extremely well cared for and the friendly and approachable staff go out of their way to ensure that they are happy, settled and make good progress. As a result, children very much enjoy coming to school. One parent told the inspector that her child 'can't wait to get here in the morning'.

Very good links with the village pre-school provision have helped to ensure that children settle quickly and that their skills and needs are accurately assessed when they join the school. Careful and detailed ongoing assessment of children's development throughout the Foundation Stage enables teaching to focus well on developing their individual skills, and as a result, all children are working securely within the early learning goals by the time they transfer to Year 1. A high priority is placed on children's personal and social development. They are encouraged to develop independence and confidence and this has a very positive impact on other areas of learning, especially communications, language and literacy.

The learning environment is safe, bright and interesting and good use is made of the limited space, both inside and outside the building. The teaching is well planned and exciting, and teachers manage the occasional incidents of over-exuberant behaviour well.

## **What the school should do to improve further**

- Improve progress in mathematics.
- Ensure that monitoring by curriculum coordinators in new roles is fully embedded.

- Identify success criteria in the school development plan which can be measured against outcomes for pupils.

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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?	1
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 <sup>1</sup> reached by learners	3
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?	2
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	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
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

23 November 2007

Dear Pupils

Inspection of Lacock C of E Primary School, Lacock, SN15 2LQ

Thank you for being so helpful and friendly when I visited your school. I really enjoyed meeting you and talking to you. I agree with your parents that Lacock is a good school, and I think it is getting even better. I was very pleased to see how much you enjoy coming to school and how well you all get on with each other. Because you work hard and are taught well, most of you are making good progress. Well done!

All the adults in your school take great care of you and they work very hard to make both the lessons and the many activities that you do interesting for you. Those of you who find learning hard are very well supported and even though there are such wide age ranges in each class, teachers know each of you very well and make sure that they teach you what you need to know. I was really pleased to see how writing and reading have improved. You also speak very sensibly and clearly to adults and each other. However, I do think that your progress in mathematics could be a bit better, and you can help with this by really working hard in mathematics lessons.

The headteacher and governors do a very good job in leading and improving the school and they have been brilliant at helping the new teachers to settle in well. To help your good school improve even more, I have asked them to:

- Improve progress in mathematics.
- Help the teachers who take the lead on curriculum subjects settle fully into their new roles.
- Make sure that plans for the future show exactly how things will be made better for the pupils.

Well done, and all the very best for the future.

Yours sincerely

Chris Nye Her Majesty's Inspector

23 November 2007

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Chris Nye  
Her Majesty's Inspector