

Lubenham All Saints CofE Primary School

Inspection report - amended

Unique Reference Number	120143
Local Authority	Leicestershire
Inspection number	327209
Inspection date	26 January 2009
Reporting inspector	Mike Capper

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	83
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	Jonathan Palfreyman
Headteacher	Rachelle Heard
Date of previous school inspection	1 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Lubenham Market Harborough LE16 9TW

Age group	4–11
Inspection date	26 January 2009
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Telephone number
Fax number

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Amended Report Addendum

Report amended due to administration error

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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 village of Lubenham as well as from further afield. The percentage of pupils eligible for free school meals is below average. The proportion identified as having learning difficulties and/or disabilities is slightly above average. Most, but not all, of these pupils have moderate learning difficulties. Nearly all pupils are from White British backgrounds. There is one Reception class in the Early Years Foundation Stage (EYFS). The headteacher took up post in August 2008.

An external provider offers childcare on the school site in the 'Ring a' Roses' early years unit. This provision has been inspected separately.

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. The headteacher is providing a strong drive to raise standards. Satisfactory teaching means that pupils' achievement is satisfactory. In the EYFS children make steady progress but the lack of a suitable outdoor work area restricts learning in some areas of the curriculum. All pupils, including those with learning difficulties and/or disabilities, continue to make satisfactory progress in the rest of the school, with standards being maintained at broadly average levels up to the end of Year 6. In the most recent national tests, pupils did best in English, benefiting from a recent focus on improving the teaching of literacy skills. In mathematics and science lessons in particular, whilst progress is satisfactory, there are occasions when work is too hard or too easy for some. This slows the pace at which skills improve.

Care, guidance and support are satisfactory, with a strength in the quality of pastoral care. This contributes well to pupils' good personal development and well-being. Parents are very pleased with the way that members of staff look after their children and they rightly praise the family atmosphere in school. Teachers have good relationships with pupils and they are supported well by teaching assistants. Together they manage pupils' behaviour well and work hard to make learning fun. Academic support is satisfactory. The sharper use of targets and marking means that pupils are beginning to take greater responsibility for improving their own work.

Pupils' behaviour is good and they are eager and happy learners. They are friendly, polite and helpful and get on well together. As one pupil said, 'We are all friends and help each other.' They thoroughly enjoy school, especially the exciting range of clubs, visits and visitors. These activities enrich the otherwise satisfactory curriculum and help to bring subjects alive. Pupils make a good contribution to the community by taking part in village events such as the 'Scarecrow Weekend', and by organising their own fund-raising events for local charities. Teachers foster creativity in art and music very imaginatively. Pupils' high quality art work can be seen in vibrant displays around school.

Leadership and management are satisfactory. There is a strong sense of team work across the school and the headteacher is doing the right things to tackle the school's weaknesses. There have already been many helpful initiatives, such as a recent meeting for parents on the teaching of mathematics, that are beginning to have a positive effect on pupils' progress. The effectiveness of such developments demonstrates the school's satisfactory capacity to improve further. There are satisfactory systems for checking the school's effectiveness. The school has begun to organise data on pupils' progress systematically so that dips in progress can be identified and dealt with more quickly. Subject leaders and governors share the headteacher's aspirations for the school but their role in monitoring provision is only just being established and is not yet strong enough.

Members of staff have forged a strong partnership with parents, outside agencies and other schools. Parents are very pleased with the school, typically saying things like: 'The staff are caring and the children have fun,' and, 'We have always found the teachers to be very supportive.' Comments such as these successfully capture the main strengths of this happy school.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children's attainment on entry varies significantly from year to year due to the small number in each intake. In the current year, the majority of children are working at the expected levels for their age and are on target to reach broadly average standards by the start of Year 1. Enthusiastic and friendly adults support children effectively and ensure that they are well cared for. This contributes successfully to pupils' good personal development and ensures that children develop good confidence and are happy and settled. Children are encouraged to develop their independence by sometimes choosing where to work, but this is limited by the lack of an outdoor area. This also has a negative impact on progress in some areas of learning. For example, aspects of knowledge and understanding of the world are restricted because there are too few opportunities for children to explore the world around them. Leadership of provision is satisfactory. There is a clear understanding of what needs improving. Plans are already in place to develop a dedicated outdoor area. Leaders have also rightly identified that, although day-to-day assessment is thorough, the progress children make over time from when they start school needs to be tracked more closely to check that all are doing well enough.

What the school should do to improve further

- Improve the quality of teaching by ensuring that teachers set work that always provides the right level of challenge for all pupils, especially in mathematics and science.
- Strengthen the role of governors and subject leaders in monitoring the work of the school.
- Develop a secure outdoor work area for children in the EYFS.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Although there is some variation in standards from year to year due to the small size of year groups, pupils make satisfactory progress as they move through the school. Standards are broadly average by the end of Year 6 in most years, with English being slightly stronger than mathematics and science in the most recent national tests. A focus over the last 18 months on improving standards in English has led to a good rise in test results after a significant dip in 2006. In mathematics and science, work does not always provide the right level of challenge for all pupils and this sometimes slows the pace at which skills improve. There are no significant differences between the progress of boys and girls. Pupils with learning difficulties and/or disabilities receive sound support and make satisfactory progress. All pupils are set challenging targets but they do not always reach them.

Personal development and well-being

Grade: 2

Pupils are proud of their school. Their behaviour is good and they cooperate well with each other. There is a delightful atmosphere at playtimes with pupils of different ages playing together happily. Average rates of attendance belie pupils' good enjoyment of school. The school is working vigorously this year to address a recent dip in attendance rates and there are already good signs of improvement.

Pupils' spiritual, moral, social and cultural development is good. Throughout the school, pupils are friendly and thoughtful and they show good concern for the needs of others by raising funds for charities. There are good links with the local church that contribute well to pupils' spiritual development. Pupils take responsibility willingly, ensuring that they make a good contribution to the community. The school council gives pupils a good voice. For example, councillors played a significant part in the recent appointment of the new headteacher. Pupils are well prepared for the next stage of their education and later life. They make steady progress in developing basic skills and become confident, articulate and responsible citizens.

Pupils develop healthy lifestyles by eating fruit and taking frequent exercise. They have contributed well to the school's new travel plan and participate enthusiastically in different sports. Pupils have a good understanding of how to stay safe. They say that they feel safe and secure and they know what to do if they have a worry. Pupils are very clear about how to use the internet safely and they develop a good awareness of the dangers they may face in their everyday lives.

Quality of provision

Teaching and learning

Grade: 3

Teaching, which is satisfactory overall, has positive features in all classes. Good relationships between members of staff and the pupils contribute well to the pupils' enjoyment of school. Teachers give clear explanations at the start of lessons and use teaching assistants well to work with small groups of pupils. They make good use of resources such as interactive whiteboards to introduce new concepts and to hold pupils' attention. Good use of praise boosts pupils' self-esteem and means that they are not scared to make mistakes in lessons. Teachers are very aware of the need to provide challenge for the wide range of ages and abilities in each of the classes, but they do not consistently pitch work at the right level for all pupils, especially in mathematics and science. When this happens, pupils' learning slows. Teachers mark pupils' work conscientiously but do not always give enough guidance about how work can be improved.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to make steady progress in developing basic skills. Provision in literacy, numeracy, and information and communication technology is satisfactory. Senior leaders are working hard to strengthen links between different subjects to make learning more meaningful. Pupils are already having more opportunities to write in different subjects, supporting their progress in this area. Leaders are now beginning to extend this good practice to mathematics and science so that there are more practical activities that give pupils the chance to develop their skills by solving problems and carrying out investigations.

Enrichment of the curriculum is good. The school provides every child with a wide range of experiences, especially in physical education and the arts. Pupils do well in sports such as cross country and they greatly enjoy residential visits where they learn to live together and work as teams. Activities such as these contribute well to pupils' personal development.

Care, guidance and support

Grade: 3

In this small school, adults know every pupil and treat them all as part of the 'school family'. There is always an adult available for pupils to talk to if they are finding school or home life difficult so that problems can be resolved quickly. There are good links with outside agencies to safeguard the well-being of pupils.

Academic support is satisfactory. The use of targets to help pupils understand how to improve is developing well, but it is not yet consistent across classes or subjects. Pupils with learning difficulties and/or disabilities are given suitable support to help them reach their individual targets.

Leadership and management

Grade: 3

The headteacher has brought fresh ideas to the school and she is moving the school forward. The monitoring of provision by the headteacher is thorough and gives a clear picture of what is going well and what needs improving. The role of subject leaders is less well established. Although they have recently begun to play a more active part in monitoring provision, they have not yet had enough opportunities to check things for themselves so that they can get a full picture of what needs improving. The use of performance data to check pupils' progress is rapidly being strengthened. Until recently, the school had too little information about how well pupils were doing from term to term. The school is beginning to gather this information more systematically so that any potential underachievement can be tackled quickly.

There is a strong commitment to ensuring equality of opportunity. This is reflected in everyday practice, such as in the good use of outside agencies to meet individual needs and ensure all pupils are included fully. The school makes a satisfactory contribution to community cohesion. Under the new headteacher, the school has participated in a number of initiatives to strengthen pupils' understanding of the world beyond Lubenham and this continues to be developed. For example, pupils speak very positively about their recent participation in a European Day of Languages.

Governance is satisfactory. Governors play a good part in managing finances. They managed the planning and building of the superb new hall very effectively. They know that they now need to have greater involvement in monitoring the work of the school so that they can check that recent improvements are sustained and built on.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
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 learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

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

27 January 2009

Dear Pupils

Inspection of Lubenham All Saints CofE Primary School, Lubenham LE16 9TW

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We found that your school is providing a satisfactory education, which means that there are some good things and also some areas that could still be improved.

Some of the things we found out about your school

- Satisfactory teaching means that you make steady progress as you move up through the school. At the moment, you do slightly better in English than in mathematics and science.
- You behave very well, thoroughly enjoy school and take responsibility very sensibly. It is great that the school council was able to help with choosing the new headteacher.
- Adults are very kind and take good care of you.
- You are taught all the subjects you should be and there are lots of interesting clubs, visits and visitors.
- The school successfully teaches you about the importance of staying safe and healthy.
- Senior leaders and governors know what needs to be done to make sure that you learn even more quickly.
- Most of your parents and carers are very pleased that you come to this school.

What we have asked your school to do now

- Make sure that teachers always expect enough of you in lessons, particularly in mathematics and science.
- Make sure governors and the teachers who are in charge of subjects take a bigger part in finding out how well things are going in school.
- Develop a secure outdoor area for children in the Reception class to work in.

You can help your teachers by continuing to work hard.

We thoroughly enjoyed talking with you about your work and watching you learn, and wish you well for the future.

Yours sincerely

Mr Mike Capper

Lead inspector