

Lampard Community School

Inspection report

Unique Reference Number	113637
Local Authority	Devon
Inspection number	338208
Inspection dates	2–3 December 2009
Reporting inspector	Steffi Penny HMI

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

Type of school	Special
School category	Community special
Age range of pupils	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Mr Peter Edwards
Headteacher	Mrs Karen Rogers
Date of previous school inspection	1 November 2006
School address	St John's Lane Barnstaple Devon EX32 9DD
Telephone number	01271 345416
Fax number	01271 345416
Email address	admin@lvs.devon.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 13 lessons, and held meetings with staff, students and governors. They observed the school's work and looked at documents and files including school improvement plans, records of students' progress and minutes of governors' meetings. Inspectors analysed 26 questionnaires from parents and carers, 38 questionnaires from staff and 77 questionnaires completed by students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- students' achievement, particularly in numeracy and literacy
- the quality of the monitoring of teaching
- the use of assessment information to track students' progress to improve teaching and learning by ensuring that all students have appropriate challenge in lessons; including students' knowledge of their targets and what they need to do in order to improve their work
- the flexibility of the curriculum in preparing students for their future lives and in celebrating their success through appropriate accreditation
- the arrangements for safeguarding.

Information about the school

All students have statements of special educational needs of which the vast majority involve autistic spectrum disorders and/or speech, language and communication needs. Almost all students are of White British origin and their home language is English. The proportion of students entitled to free school meals is above the national average. A small number of students are in the care of their local authorities.

Since the last inspection, students with more complex learning difficulties have been admitted to the school. There has also been a 50% turnover of staff. The management structure, roles and responsibilities have been significantly revised in the course of the last two years following the appointment of a new headteacher in 2007 and an assistant headteacher in May 2009. The school began a year-long pilot for post-16 provision, involving seven students, on behalf of the local authority in September 2009. The school has been awarded the Healthy Schools Award, Activemark, Sportsmark, Gold Artsmark and Bronze Eco Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Lampard school is a very welcoming community, where all feel safe, valued and respected. It is a satisfactory school which meets the students' personal needs well.

Staff work hard at ensuring everybody's view is taken into consideration to shape and develop the school and its work. Students make an outstanding contribution to their own and local communities. One example is the highly effective school council, members of which take their role very seriously. They have been very influential in making improvements such as refurbishment of the student shower rooms, playground equipment and activities for Easter and summer holiday schemes. Parents are also strongly supportive of the work of the school; as one wrote, 'Lampards is a brilliant school' the home diary is excellent for sharing messages between home and school.'

Inspection evidence concurs with the school's own evaluations that students' progress in lessons across the school is uneven. The teaching of personal, social and health education (PSHE) is a strength throughout the school. A relative weakness is the achievement of the higher attaining students, particularly in literacy and numeracy.

Many curriculum leaders are new to their roles of responsibility. Due to the lack of, and inaccuracies in, historic data none of them has been in a position to regularly ensure that challenging, subject-specific targets are used by students and staff. Although this lack of accurate data has now been resolved, too many teachers are still not using prior attainment data to raise achievement in lessons. Consequently, although students have a reasonable knowledge of the targets written in their individual education plans, they do not have a good enough understanding of how well they are doing and what they need to do to improve their learning in each lesson.

There are good links with local schools to provide opportunities for students to learn alongside their mainstream peers, both in mainstream schools and at Lampard. Consequently, students are able to take a good range of externally accredited courses, which effectively develop academic, vocational and good personal skills. From Year 10, all students have the opportunity to have good quality, first-hand experience of work-based learning that also enriches the local community and environment. Overall, students develop satisfactory skills for the workplace or the next stage in their lives, because literacy and numeracy skills are not as well developed as they could be.

Senior staff and governors have a good understanding of the school's strengths and weaknesses and have identified accurately how provision might be improved. They have dealt effectively with some difficult financial and staffing matters. Many of the current developments have occurred in the recent past and have not yet had time to make a significant difference to students' academic achievement. There have been significant

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improvements to the mapping of the curriculum to better match students' needs and to data collection so that analysis is now accurate, regular and able to help staff provide challenging learning targets. These factors give the school good capacity for further sustained improvement.

What does the school need to do to improve further?

- Increase the number of lessons in which students make good or outstanding progress by:
 - immediately ensuring that teachers evaluate each lesson in terms of the impact on individual students' academic progress and use this information when planning subsequent lessons, especially in literacy and numeracy
 - immediately ensuring that all individual student targets are shared with them so that they know the next small steps needed to improve their work, in order to increase their independence
 - ensuring curriculum leaders regularly provide challenging, subject-specific targets that are clear and used by all concerned by January 2010
 - ensuring that curriculum leaders are in a good position to be able to be held to account for driving improvement in the areas of their responsibility by July 2010.

Outcomes for individuals and groups of pupils

3

Students take either GCSE, entry-level or Unit Award accreditation and their results represent satisfactory overall progress. In the lessons observed during the inspection, nearly all students, including those in the care of their local authority or who have free school meals, were seen to be making satisfactory progress. Many of those who find learning the most difficult are making even better progress. In the weakest lessons, students made good progress in developing their social skills. However, individual learning objectives were not identified well enough so some students, most often the more able, were not set appropriately challenging activities and their achievement was not good enough.

A very large number of students told inspectors that they enjoyed school and their learning. Their enthusiasm was clearly evident in the 'Take Ten' morning exercise and in the Key Stage 3 physical education lesson seen. In the lesson, they also developed good team skills, supporting each other through completing an array of physical tasks in a good-humoured competition. This is just one example of the many varied ways that the curriculum helps to ensure that students' spiritual, moral, social and cultural development is good.

Students enjoy the many lunchtime activities which enrich students' experience and give them confidence in making choices. Relationships are excellent and students' behaviour is invariably good. For those students who have difficulty controlling their behaviour, support and management systems help them to quickly overcome any lapses so they

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are ready to learn again and take part in school activities. Because of these and other support systems, attendance is good and exclusions are rare. Attendance would be even better if parents and carers did not take their children on holiday in school time.

The good relationships developed through partnerships involving outreach work with other schools, services and agencies help to improve the outcomes at Lampard as well as those in other schools. This applies to their academic success and their personal development. In particular, students in the post-16 pilot develop good social and leadership skills through the responsibilities that they undertake, for example by supervising younger students at lunchtimes.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	*
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum has been very carefully structured to ensure that all aspects of child development and learning activities complement and support each other. This holistic

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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and strategic set of linked plans provides the school with a good capacity to drive achievement in lessons. It is enhanced by a good range of opportunities for learning out of school, including residential visits, sports and arts activities. The courses available in Years 10 to 13 have a good capacity to meet the needs of students.

Lessons are carefully structured and all follow a similar planning format that breaks work into three levels of difficulty. Because most teachers are not personalising targets enough in each lesson, students do not always get work that is sufficiently challenging, particularly the higher attainers. The school has identified students who are gifted and/or talented, but this information is currently not used enough in lesson planning. Students and teachers use interactive whiteboards and computers much more frequently and effectively in lessons than they did at the last inspection. This makes lessons lively and is helping to promote positive attitudes to learning. In the best lessons, there is an increased emphasis on practical subjects and skills that is helping students to enjoy their lessons, more particularly when they can see the relevance to their lives. Teaching assistants are very effectively used by the school to sustain students' learning

Care, guidance and support are good. Students are actively encouraged to exercise choices and to express their thoughts and preferences in regular individual reviews and annual reviews of their statements of special educational needs. The school is successful in drawing together the resources of different agencies to secure a coordinated approach to meeting individual students' needs. Students receive good advice as they move from one stage of their education to another.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff provide strong leadership. They have identified appropriate areas for improvement and are working hard to drive these forward rapidly, and have secured the strong support of all concerned in a period of significant change. This includes creating curriculum leaders to help improve teaching and learning. The monitoring role of the curriculum leaders is not yet fully developed because they have only very recently been able to use robust information from data to identify areas for improvement or observe lessons.

The assistant headteacher post has added significantly to the school's capacity to move forward, for example in managing the data about students' progress. Through this appointment, the school now has a clear and far more accurate view of each student's

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starting point and current level. Staff have very recently analysed the data to see how well students are progressing and teachers have identified where individuals, or groups of students, are not doing as well as they should. This has allowed them to set more challenging and appropriate targets and to see where different types of interventions are needed to enhance learning.

Governors support the school well and they ensure that they meet their statutory duties and that safeguarding procedures are effective. Checks have been made on all adults who work within the school and a single central record is maintained and updated when needed. Health and safety checks and risk assessments are appropriately carried out. They now need to provide more challenge and support to curriculum leaders to help them develop and improve provision and raise achievement. The school was judged to be meeting required financial standards in October 2009. Resources are used appropriately to provide satisfactory value for money.

The school's work is focused successfully on providing students with equal opportunities through the high quality strategic curriculum mapping and monitoring of students' participation in activities. However, work in each lesson is not tailored enough to meet individual needs to ensure all students are effectively challenged.

Community cohesion is satisfactory. The school shows a strong commitment to promoting cohesion both within and beyond the school. It has undertaken an audit of its work and can clearly identify its impact with effective plans to develop aspects further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

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Ofsted invited all the registered parents and carers of students to complete a questionnaire about their views of the school. All of the 26 who replied are highly supportive of the school. In particular, they recognise how good leadership from the headteacher and senior staff is, that any concerns they have are rapidly dealt with and that all staff work hard to improve the provision in the school. Inspection evidence supports their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Lampard Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	77	6	23	0	0	0	0
The school keeps my child safe	20	77	6	23	0	0	0	0
The school informs me about my child's progress	21	81	5	19	0	0	0	0
My child is making enough progress at this school	14	54	12	46	0	0	0	0
The teaching is good at this school	19	73	7	27	0	0	0	0
The school helps me to support my child's learning	17	65	9	35	0	0	0	0
The school helps my child to have a healthy lifestyle	13	50	13	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	54	11	42	0	0	0	0
The school meets my child's particular needs	19	73	7	27	0	0	0	0
The school deals effectively with unacceptable behaviour	14	54	12	46	0	0	0	0
The school takes account of my suggestions and concerns	16	62	10	39	0	0	0	0
The school is led and managed effectively	18	69	8	31	0	0	0	0
Overall, I am happy with my child's experience at this school	19	73	7	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 December 2009

Dear Students

Inspection of Lampard Community School, Barnstaple, Devon, EX32 9DD

Thank you for your very warm welcome when we came to your school to see how well you are doing. We enjoyed talking to you and seeing you at work and at play. The things you and your parents or carers told us were very helpful in making our judgements on how well the school is doing. We judged that your school is satisfactory, which means it does some things well but also has areas that can be improved.

This is what we think your school does best:

- you obviously enjoy school and help to make a really big difference to your school and local community
- your behaviour is good and this, along with your very positive attitudes to school, makes a real difference to how well you can learn in lessons
- you and your families really appreciate how all the staff work hard to ensure you are well cared for and happy in school.

You have such wonderful adults who are always looking for ways to make your school an even better place to be. We have asked them to do the following things to make sure that this happens:

- adults should use and share challenging subject targets with students in every lesson
- curriculum leaders should measure how well students are doing in the areas for which they are responsible, so they can give more help where it is most needed.

You can help by remembering your targets and letting adults know when your work is too easy or too hard.

Thank you for being so polite and helpful during the visit. I hope that you continue to enjoy your learning and do your best. Please thank your parents or carers for the helpful comments they made on the questionnaires.

With my very best wishes for your futures. Good luck!

Yours sincerely

Steffi Penny

Her Majesty's Inspector

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