

Lambourne Primary School

Inspection report

Unique Reference Number	114952
Local Authority	Essex
Inspection number	338483
Inspection dates	21-22 September 2009
Reporting inspector	Martin Beale

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Mr Peter Martin
Headteacher	Mr Graham Alderton
Date of previous school inspection	30 April-1 May 2007
School address	Hoe Lane Abridge Romford Essex RM4 1AU
Telephone number	01992 812230
Fax number	01992 815675
Email address	head@lambourne.essex.sch.uk

Age group	4-11
Inspection date(s)	21-22 September 2009
Inspection number	338483

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at assessment information, pupil records and improvement plans. The team received and analysed 43 parental questionnaires.

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

- how well teachers use assessment information to plan the next steps in each pupil's learning and to challenge the more able
- the extent to which pupils understand how well they are doing and how to improve their learning
- the effectiveness of leaders at all levels in securing improvement in outcomes for the pupils.

Information about the school

This below average sized school has experienced several changes of teaching staff since the last inspection. In addition to the pupils who join at the usual time of admission, it takes in a small number of pupils at the start of Key Stage 2 each year from a local infant school. Free school meal eligibility is less than half the national average. Virtually all pupils are from White British backgrounds, but a small number of pupils are at an early stage of learning English. The proportion of pupils who need extra help with their learning is average, but the number with a statement for their special educational need is above average. Children in the Early Years Foundation Stage are taught in a Reception class which they join full time at the start of the term when they turn five years of age. The school has been awarded the Active Mark and is working towards Healthy Schools 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

3

Main findings

The school's effectiveness has slipped since the last inspection to a satisfactory level, because its leadership did not tackle quickly and rigorously a fall in the pupils' attainment and a decline in their attendance. The fall in standards demonstrated through lower test results has been checked during the past year by monitoring the progress of pupils more closely and taking action where they are falling behind the school's expectations for them. This, and better teaching, has led to improved progress and learning for the large majority of pupils currently in the school. From skills on entry below those expected for their age but rising, pupils are now making good progress so that attainment is broadly average in the current Year 6. Progress in reading is particularly strong because of the attention paid by the school to developing basic skills and encouraging an enjoyment of books.

The decline in attendance has hindered attempts to raise the pupils' attainment. The one blemish on an otherwise strong and effective partnership with home has been the lack of acceptance by some parents of the importance of their children's regular attendance. Not all have supported the school's discouragement of holidays during term time. The action taken recently by the school to encourage higher levels of attendance is leading to more pupils than previously having 100% attendance levels. Nevertheless, the overall attendance rate remains low.

The wide range of stimulating activities provided makes school life exciting and rewarding. The headteacher's vision of making learning interesting and of developing creativity is fostered through linking subjects and providing many clubs, visits and other activities where pupils of all ages can work together. Much teaching moves the learning of the majority of pupils forward at a good rate, but this is not always the case for everyone. Teachers do not consistently engage the pupils in taking responsibility for their learning, and they do not always use the assessment information now available effectively to extend the thinking of the more able pupils.

The headteacher is ably supported by the new deputy headteacher. Staff and governors have a broad if slightly favourable picture of the school's qualities through regular monitoring and the improved interrogation of assessment data. Nevertheless, this is not sufficiently rigorous. Staff and governors do not focus their evaluation and subsequent planning for improvement on how their actions and initiatives benefit outcomes for the pupils' academic and personal development. This is in part the reason for the decline in standards, from which the school is only now beginning to recover, and why the school has not improved significantly since the last inspection.

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

It is also the reason the school has satisfactory rather than good capacity for further improvement.

What does the school need to do to improve further?

- Move learning forward more rapidly, particularly for the more able, by:
 - identifying the characteristics of good and outstanding learning and how these can be promoted by teachers
 - focusing on how to challenge the thinking and learning of the more able pupils
 - adopting strategies that engage pupils more so that they can take greater ownership of their learning.

- Reduce absence levels by:
 - sharpening systems for contacting parents on the absence of their child
 - making parents fully aware of their responsibilities to minimise absence
 - taking a more robust approach to holidays during the term.

- Focus school evaluation and improvement priorities on the impact of actions on outcomes for the pupils by:
 - establishing a cycle of self-evaluation that involves all stakeholders and is based on rigorous monitoring
 - identifying criteria against which to judge the effectiveness of the school's actions
 - monitoring thoroughly the impact of school policies.

About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

2

The recent fall in results at both Year 2 and Year 6 to below average does not reflect the standards of pupils in other year groups or the progress now being made by pupils across the school. Pupils currently in these classes are on track to reverse this decline because they have made good progress. The great majority are working at least at the level expected for their age. The proportion above this level is increasing in each class but not consistently so. The pupils acquire new skills at a good pace in the great majority of lessons and show, through hard work and perseverance, that they are keen to succeed. These learning attributes extend to pupils who need additional support with their learning or language development so that they also make good progress.

The pupils say they enjoy school and particularly the additional activities provided for them. The school's positive ethos helps them develop tolerance and understanding. As a result, they behave well and show consideration towards others. This makes the

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

school a happy and welcoming place. The pupils learn to appreciate the customs and values of other cultures. They are keen to support others through their role as 'playground friends', helping newly-arrived pupils to settle quickly and make new friends. They show empathy for those less fortunate than themselves and can reflect thoughtfully on unfamiliar situations. This showed when Year 6 pupils responded creatively to a pen portrait of a villainous character before writing their own from a photograph.

The pupils are developing a good understanding of world issues, especially those affecting the environment. The focus on encouraging a balanced diet and regular exercise means they are fully aware of how to adopt a healthy lifestyle. The pupils are helped to understand how to behave safely and cope with risks posed in their everyday lives, such as through indiscriminate use of the Internet. They have a voice in school developments such as the healthy tuck shop and play a considerable part in the life of the village.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
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	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The large majority of lessons are taught well. In these, teachers focus on moving learning forward through a series of interesting activities that engage and challenge the pupils' thinking. Resources are used creatively and progress regularly checked so that learning can be refocused. Pupils benefit greatly from group work and paired discussions, but these techniques are not exploited in all classrooms. Teaching assistants are deployed well and make a considerable contribution to the pupils they

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

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

support, particularly those with specific learning difficulties. In the satisfactory lessons, by contrast, teachers do not involve pupils sufficiently and so they become passive learners. Although work is set at different levels, this does not get to the heart of how to challenge the thinking of more able pupils and move their learning forward apace.

This is partly because subject plans do not give sufficient guidance on how to extend the learning of more able pupils or those with particular talents. By contrast, pupils with special educational needs and/or disabilities have work and support carefully tailored to their requirements so that they achieve well. Their progress benefits from the expertise of external agencies as needed in specific cases. Pupils new to English are carefully monitored so that the support provided helps them to make good progress in developing their language skills.

The pupils' experiences are greatly enriched by a wide range of activities to extend their learning. These are greatly enjoyed by the pupils and are a highlight of their life in school. The school's close partnership with local primary schools and the expertise of local secondary schools broadens the opportunities for pupils in many areas, including sport, as reflected in the Active Mark award.

Pupils are now much more aware than at the last inspection of how well they are doing and the steps they can take to improve their learning. They are guided well to meet personal targets. Transition arrangements into and out of the school are sensitively handled and help newcomers to settle in quickly.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other school leaders are continually seeking ways to improve the school by focusing staff on becoming more effective in their work. They are ambitious for the pupils, but have not always focused their action within and outside the classroom on how improvements to provision can bring about better outcomes for the pupils. Subject leaders have become more effective since the last inspection in promoting quality of provision in their areas and evaluating the success of their actions. Targets for individual pupils are increasingly being used as a lever to raise attainment, and are based on a more thorough system of assessment and monitoring of their progress. Teachers are supported to raise their performance but improvements have levelled off because they do not always focus on what makes for

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

better learning for all pupils.

The school has suitable arrangements for safeguarding the well-being of the pupils and to ensure that those working with the pupils are properly vetted, although governors do not monitor sufficiently closely the impact of policy in this area. Even though governors challenge the school to tackle any weaknesses in all areas if and when they emerge, they do not have secure systems in place to monitor the effectiveness of the impact of their policies.

The school is a happy and harmonious community in which pupils of all backgrounds feel safe and secure. Everything is done to ensure that no pupil is left behind and the school is successful in removing any barriers they might have that impede their development. Staff and governors understand the school's context and participate in activities to support pupils and their families. Nevertheless, this is not always formally planned and the school has not evaluated the impact of any actions it undertakes to promote community cohesion.

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	2

Early Years Foundation Stage

Children get off to a good start in Reception. They make good progress because teaching is based on the careful assessment of each child and focuses sharply on an individual's particular needs. By the time they leave Reception, most children reach and the majority exceed expected goals in all areas of their learning. This is an improvement in recent years, partly because children now enter Reception with better skills than in the past.

Strong and effective leadership has helped the new teacher to settle in quickly and

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

identify how the setting can improve so that children can learn more effectively. Plans are in place to redevelop the accommodation and outside classroom. In the meantime, the adults make thoughtful use of the facilities to provide a wide range of activities to stimulate learning. They balance well activities initiated by the children with those directed by the adults. This enables the children to become independent and fully engaged in their learning. Activities within the classroom and outside are geared towards developing the children’s imagination so that they really enjoy learning. Their activities provide opportunities to engage in role-play, write and extend their mathematical skills.

The children’s welfare is at the heart of the work of the staff team. The children are safe, secure and happy. They learn the importance of exercise and the features of a balanced, healthy diet. Clear routines, regularly reinforced by all adults, teach the children how to behave responsibly and to be considerate towards each other. This means that they can learn and develop in a calm and purposeful environment. Close links with home help the children to settle into the class so that they quickly feel safe and secure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are very much in support of the school and all that it is doing for their children. They are particularly pleased that their children enjoy school and the way they are kept safe. A small number commented on how well their child had settled in having transferred from another school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lambourne Primary 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 12 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	65	13	30	2	5	0	0
The school keeps my child safe	29	67	14	33	0	0	0	0
The school informs me about my child’s progress	18	42	21	49	2	5	0	0
My child is making enough progress at this school	16	37	23	53	2	5	0	0
The teaching is good at this school	21	49	22	51	0	0	0	0
The school helps me to support my child’s learning	17	40	25	58	0	0	0	0
The school helps my child to have a healthy lifestyle	23	53	19	44	1	2	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)	19	44	21	49	1	2	0	0
The school meets my child’s particular needs	23	53	18	42	0	0	0	0
The school deals effectively with unacceptable behaviour	16	37	24	56	1	2	0	0
The school takes account of my suggestions and concerns	17	40	24	56	0	0	0	0
The school is led and managed effectively	24	56	19	44	0	0	0	0
Overall, I am happy with my child’s experience at this school	25	58	18	42	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 all 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 pupils' 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.



23 September 2009

Dear Pupils

Inspection of Lambourne Primary School, Abridge, RM4 1AU

Thank you all very much for your friendliness and help when we visited your school recently. We were pleased to see how much you enjoy school and we agree with you that your teachers take good care of you. You also take good care of each other. Well done. You behave well and those of you who have special jobs, like the play leaders and members of the school council, carry out your duties responsibly. Thank you for sharing your views with us. You make good progress during your time in school, learning the skills you need for the future and finding out how to be mature and responsible people. This is because you are taught well and have interesting things to learn.

Your headteacher, other staff and governors are trying hard to make the school even better. The three things we have asked them to do are to:

- move learning forward more rapidly by getting you to take greater responsibility and pushing harder
- ensure that your parents get you to attend regularly
- make sure that all the new ideas they introduce really benefit your academic or personal development.

I am sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to show such pride in your school and enthusiasm for learning.

I wish you well for the future.

Yours faithfully

Martin Beale
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone [08456 404045](tel:08456404045), or email enquiries@ofsted.gov.uk.