

Lord Scudamore Primary School

Inspection report

Unique Reference Number	116683
Local Authority	Herefordshire
Inspection number	338866
Inspection dates	21-22 September 2009
Reporting inspector	David Cox

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

Type of school	Primary
School category	Foundation
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	623
Appropriate authority	The governing body
Chair	Robert North
Joint Headteachers	Peter Box and Paul Whitcombe
Date of previous school inspection	June 2007
School address	Friar Street Hereford Herefordshire HR4 0AS
Telephone number	01432 273951
Fax number	01432 274168
Email address	admin@lordscudamore.hereford.sch.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, and held meetings with governors, staff, groups of pupils and the School Improvement Partner (SIP). They observed the school's work, and looked at the data on pupils' performance, including their current progress, safeguarding records, plans for the future and records of the school's own monitoring of its performance. The responses to 96 parents' questionnaires were considered, alongside responses from staff and pupils' questionnaires.

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

- the effectiveness of strategies to improve the achievement of middle-attaining pupils in mathematics in Years 1 and 2
- whether strategies are effective in improving the achievement of pupils in writing across the school
- the provision for vulnerable pupils and those with English as an additional language
- whether monitoring and evaluation procedures are rigorous enough to bring about sustained improvement.

Information about the school

Lord Scudamore Primary School serves a residential area in central Hereford, although nearly half of the pupils who attend the school are from outside the catchment area. The nature of the pupil intake has changed since the previous inspection. There is now a much larger proportion of pupils with English as an additional language. Also, approximately 20% of pupils do not join the school at the commencement of the school year. Around 8% of pupils are eligible for free school meals. Some 14% of pupils have special educational needs and/or disabilities and 1% have a statement of their needs. Just over 7% of pupils come from a minority ethnic background. The school has Early Years Foundation Stage provision in the Nursery and Reception classes. There is an on-site, privately run breakfast club and an after-school club not managed by the governing body. The school has two joint and permanent headteachers who share all aspects of leadership and management. The school holds the Activemark award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Lord Scudamore provides a good education for its pupils and has several outstanding features. The joint leadership of the headteachers is highly effective. They have a sustained focus on pupils as individuals, the progress each pupil is making and how best to support or challenge them. This has created a highly inclusive school ethos in which most pupils have very positive attitudes to learning and continue to make at least good progress. This approach also extends to working highly effectively with the local and wider communities. In this school it is not only every child that matters, but also every member of staff and every family. The school has very positive relationships with parents and carers who give it overwhelming support.

The school is not complacent. Senior leaders are well aware of its strengths and weaknesses and take effective action where necessary. The school has rightly identified, and the inspection confirms, that pupils continue to struggle with writing and problem-solving area of mathematics. In these aspects, standards are average. The school has introduced new curriculum programmes to bring about improvements in these areas. However, it is too early to measure the full impact of such initiatives and observations indicate that not all staff implement these programmes consistently.

With the changing nature of the school's pupil intake, new and effective ways of learning are sought, tried and tested. As a result, those pupils with special educational needs and/or disabilities make outstanding progress, as do pupils with English as an additional language and those considered to be vulnerable. Pupils' attendance is improving and the year on year progress that pupils make continues to improve. The school remains a beacon of good practice, sharing innovative practice with other schools. To this end the school has demonstrated that it has a good capacity to adapt to meet all needs and to sustain improvements.

Pupils have an excellent understanding of how to keep themselves safe and know to whom they can turn if they have a problem. The extremely effective system of care, guidance and support for all pupils helps to build their confidence and enables them to play a full and active role in all the school offers. Pupils' contribution to the school and wider community is outstanding and includes musical performances for the elderly and raising funds for charities. Pupils openly welcome newcomers to the school from other countries and cultures. Their understanding of the multi-cultural world in which they live is excellent and supported through global partnerships with schools in India and other countries.

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The quality of teaching continues to improve and is now nearly always good or better. Teachers enthuse and challenge most pupils, although a little teaching remains satisfactory. Occasionally, teachers do not make effective use of the assessment information available to match work closely enough to the differing needs of the pupils, including the more able. In such lessons the pace of pupils' learning slows.

Senior leaders have created an environment where staff morale is high and there is confidence in the direction in which the school is heading. New ideas and ways of working are encouraged. The systems for monitoring and evaluating the work of the school are good. However, subject leaders are not always effective in monitoring those aspects of the school's work for which they have responsibility. This results in inconsistent practice in some areas. Governors play a full role in monitoring and evaluating the work of the school. They work effectively with senior leaders in setting priorities for improvement.

What does the school need to do to improve further?

- Raise standards of writing and improve pupils' problem-solving abilities in mathematics from average to higher levels by:
 - ensuring all teachers implement recently introduced programmes more consistently
 - requiring all teachers to make more effective use of the assessment information available to match work more closely to the differing needs of the pupils, particularly the more able.
- In order to achieve greater consistency of practice across the school, ensure that subject leaders are more accountable for monitoring and evaluating those aspects of the school for which they have responsibility.

Outcomes for individuals and groups of pupils

2

Children usually start Nursery with skills and knowledge that are below those expected for their age. In some areas, such as writing and language development, skills are low. They make good progress through the Early Years Foundation Stage and the rest of the school and leave Year 6 with attainment that is just above average. Pupils are soundly prepared for the next stage of their education. When pupils' progress, attainment and enjoyment are taken together, overall achievement is good. Pupils' progress in science is outstanding and by Year 6, attainment is high. This is as a result of what one girl described as the 'fascinating and fun things we do'. Pupils have a sound understanding of basic mathematics but often struggle when it comes to applying their knowledge to new situations. This is true for pupils throughout the school and not just Years 1 and 2. Pupils enjoyed the lessons observed by inspectors and learning was often good, although there were some differences between different groups of pupils. Pupils with special educational needs

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and/or disabilities, those with English as an additional language and vulnerable pupils make exceptional progress because of the high-quality support they receive in lessons from teachers and teaching assistants. In a small minority of lessons observed, the more able made less progress than other pupils because tasks did not challenge them to do their best.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are polite and inquisitive when meeting visitors. Pupils' reflect on what they have achieved in most lessons. They eat healthily and enjoy the new 'hot lunches' that have been introduced this term. The large majority of pupils are aware of the need to play sports and take part in after-school sporting events. The pupil council plays a good role in putting forward ideas and was instrumental in requesting hot lunches. Pupils have a good understanding of right and wrong. Behaviour is good, although a few pupils can lose concentration and be inattentive. This disrupts the learning of their immediate neighbours.

Despite the school's best endeavours to improve attendance, it is only average overall. This is because a few parents continue to take their children out of school during term time for family holidays, against the school's forthright advice.

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	1
The extent to which pupils feel safe	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Learning is underpinned by teachers' and teaching assistants' excellent and very caring relationships with pupils. The way in which teachers help pupils to measure

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

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their success in most lessons is a strength. Older pupils can explain their targets for improvement and how they intend to improve their work. Such activities enable pupils to play a greater part in their learning and to plan how to raise their achievement. Teachers share carefully the precise learning intentions of each lesson and there are many opportunities to question and test pupils' understanding. Very good use is made of information and communication technology (ICT) to engage pupils and to help convey difficult concepts. Work is not always tailored to the wide range of abilities. This lack of precise match tends to slow the progress, on occasions, of more-able pupils.

The good curriculum is rich, imaginative and meets pupils' personal needs alongside raising their academic achievement. The wide range of opportunities outside of school such as residential trips and working with pupils from partner schools helps pupils to develop excellent social skills.

Pupils' well-being is paramount for all staff. Child protection procedures are robust. There is a very strong and effective partnership established with parents and carers early in the pupils' life in the school so that any concerns are dealt with quickly. There are highly effective links with specialist agencies to support individual pupils. The school's newly expanded 'pupil services' provision provides excellent support for all pupils but particularly for those who are most at risk. Pupils' progress is tracked very carefully and used to identify and target additional support to those who require it.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The joint headteachers work very effectively together. They have high expectations of all staff and pupils. They set a clear direction for the school and involve staff, pupils, governors and parents skilfully in driving the school forward. The school has identified a few gaps in its provision and has well-structured action plans to address these. Community cohesion is outstanding. Much of what the school does is rooted deeply within the local and wider communities. Through effective local networks and support programmes the school reaches out to those parents who may themselves be disadvantaged. Discrimination is not tolerated at any level within the school. Partnerships with other local schools are very effective. The school provides a professional development programme for partners. Funds from this programme are ploughed back into the school in order to finance further improvements. Financial

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control, planning and accountability are very good and have resulted in significant improvements to the school environment and improved ICT resources. The school has effective policies, strategies and procedures to ensure the safeguarding and welfare of its pupils.

Governors meet their statutory requirements and are very supportive of the school. They keep a watchful eye on the views of the community regarding the school's actions and its performance and help the school in tackling any weaknesses. However, procedures are not always focussed sharply enough to enable them to get a really detailed picture of all aspects of the school's work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle very quickly into the Nursery because of the excellent induction procedures and the outstanding welfare provided throughout the Early Years Foundation Stage. Parents are encouraged from the very start to be full partners in the education of their children. Staff reinforce routines at every opportunity so that children are clear about boundaries and rules. Children make good progress in all areas of learning and start Year 1 with standards that are close to those expected for their age, except in writing and in some aspects of numeracy. The well-structured curriculum builds learning systematically. Adults work extremely well together to plan exciting learning experiences that enable children to learn many new skills and pieces of knowledge in the same activity. Excellent use is made of the school's comprehensive assessment procedures. Observations carried out by adults and parents and other more focused observations are used to build a full picture of each child's achievement and progress. In response, adults adjust the content of the curriculum and inform the school's support services of additional needs or resources

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that may be required. Leadership and management are good and there is a clear focus on raising standards. The internal environment is excellent, providing exciting stimuli for children. While there have been recent improvements to the outside environment and play areas, there are still too few outside areas for all children, which restricts aspects of their learning.

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

The vast majority of parents are happy with the education provided for their children at Lord Scudamore. Parents talk of the 'fantastic opportunities' afforded their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lord Scudamore 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 623 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	70	26	27	3	3	0	0
The school keeps my child safe	60	63	34	35	2	2	0	0
The school informs me about my child's progress	43	45	49	51	4	4	0	0
My child is making enough progress at this school	55	57	37	39	3	3	0	0
The teaching is good at this school	58	60	35	36	2	2	0	0
The school helps me to support my child's learning	54	56	38	40	4	4	0	0
The school helps my child to have a healthy lifestyle	44	46	50	52	2	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)	44	46	49	51	1	1	0	0
The school meets my child's particular needs	53	55	38	40	3	3	1	1
The school deals effectively with unacceptable behaviour	46	48	45	47	3	3	1	1
The school takes account of my suggestions and concerns	38	40	51	53	2	2	2	2
The school is led and managed effectively	47	49	42	44	2	2	0	0
Overall, I am happy with my child's experience at this school	62	65	31	32	3	3	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

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.

23rd September 2009



Dear Pupils

Inspection of Lord Scudamore Primary School, Hereford HR4 0AS

Thank you all very much for making us feel so welcome in your school when we visited recently. You and your parents are rightly proud of Lord Scudamore. Like you, we think your school is good, and in some areas outstanding. Here are some of the many good things to report about your school.

Your headteachers and staff want the best for you. Because you thoroughly enjoy school and work hard, you reach just above average standards. In science you do exceedingly well. Some of you still struggle with your writing and some aspects of mathematics. You have lots of exciting opportunities to learn through visits and many of you take part in a wide range of local events. It is clear that you go to a very caring school. Your behaviour is good and you have very positive attitudes to learning. You show a good awareness of how to stay healthy and enjoy the many sporting activities that are available to you. We like the way the school council works to improve your school. You generously greet and welcome children from other countries and cultures into your school. You have a very wide knowledge and understanding of cultures from around the world.

Almost all of you make good progress with your work. Younger children get off to a good start in the Nursery and Reception. Those of you who are older make good progress throughout your time at Lord Scudamore. Those who need extra help make outstanding progress because the staff give you lots of attention to help you learn. There are lots of good things happening in your classrooms. You have lovely relationships with all the staff. Teachers know you well and make sure most of you do demanding work.

To make your school even better we have asked your teachers to ensure that they all follow the school's programmes on how to improve your writing and some aspects of your mathematics. We have asked them to make sure that all of you are set demanding tasks in lessons. Also, we have asked those staff who check how well you are doing to keep a closer eye on all teachers so that they are all doing the same

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good things when planning your lessons.
You can help your school by not taking time off during term time.

My very best wishes to you and your families.

Yours faithfully

David Cox

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