

Lambourn Church of England Primary School

Inspection report

Unique Reference Number	109968
Local Authority	West Berkshire
Inspection number	356660
Inspection dates	20–21 September 2010
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	John Doulton
Headteacher	Peter Shelton
Date of previous school inspection	28 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were seen and 10 teachers and early years' practitioners were observed. The inspectors held meetings with governors, staff, parents and carers, and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and pupils and from 37 parents and carers were analysed and their responses taken into account.

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

- How strong is pupils' progress in mathematics?
- How well do pupils attain by the end of Year 6, particularly in English and mathematics?
- How well has teaching improved since the previous inspection?
- What is the extent of the role that teachers with responsibility play in the school's monitoring and evaluation procedures?

Information about the school

This is a smaller-than-average-sized school. Almost all the pupils live in the village, and a small minority travel from the surrounding area. A large majority of pupils are of White British heritage and there are small numbers from a wide range of other backgrounds. The proportion of pupils that have special educational needs and/or disabilities, mainly moderate learning difficulties, is above the national average

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

This is a satisfactory and improving school. In both the Nursery and Reception Years, the children make good progress because the provision is good. However, despite this, their attainment, particularly in communication, language and literacy, remains below expected levels when they enter Year 1. Attainment has been rising steadily since the previous inspection and has been at average levels in both English and science for the past two years. However, the proportion of Year 6 pupils reaching the higher levels in 2010 is below the national average. Similarly, few pupils reach higher levels by the end of Year 2, particularly in mathematics. Staff are keenly aware of the need to strengthen pupils' mental calculation skills and also to ensure that pupils use and apply their mathematical knowledge in mathematical investigations. The school's new management structure is starting to have a positive impact in securing improved provision and progress. Even though leadership is strengthening, the school is keenly aware of the need to ensure that teachers with responsibilities play a more central role in checking the quality of provision and pupils' progress. However, self-evaluation is increasingly robust and this, when linked to the improving quality of teaching, is gradually enabling the school to quicken pupils' progress. However, some relatively new initiatives have yet to have a full impact across the school.

Well-conceived tracking systems for assessing pupils' progress are enabling senior leaders to ensure that teachers are increasingly accountable for pupils' progress. Even so, there are inconsistencies in the quality of teachers' assessments of pupils' work and this has hampered teachers' ability to ensure that work is consistently challenging for all groups of pupils, particularly the more-able pupils. Nonetheless, staff are rising well to this challenge and all are committed to strengthening the school's effectiveness. The steady improvement in provision and progress demonstrates the school's satisfactory capacity for further improvement.

There are strengths in the school. The pupils' personal development is good because there is good-quality pastoral care, guidance and support. Pupils are treated with respect and staff know the pupils well. Relationships throughout the school are good and this is revealed in the pupils' good behaviour and their positive attitudes to school and learning. However, this is not reflected in the pupils' attendance which has steadily declined since the last inspection to its current low levels. Even though the school has recently put into place some additional measures to strengthen attendance, overall levels are hampered by parents and carers taking holidays during term time.

The curriculum is good because the school has worked hard to develop practical and exciting elements through which cross-curricular links are making learning relevant, enjoyable and interesting for pupils. However, the main improvement in provision is in

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the quality of teaching. Although teaching is satisfactory overall, most of the teaching and learning seen was good and this currently leads to good progress in lessons. However, its influence on consistently lifting attainment to above-average levels has yet to be tested over time. This is because some inconsistencies in teaching remain which lead to a slowing of progress.

What does the school need to do to improve further?

- Raise levels of attainment further and continue to accelerate progress throughout the school, particularly in English and mathematics and for more- able pupils, by:
 - ensuring that work is matched to pupils' abilities, particularly for the more able
 - strengthen the use that teachers make of prior assessments
 - providing a stronger focus on pupils' calculation skills and ensuring that these are used and applied consistently in practical mathematics
 - bringing all teaching up to the quality of the best.
- Improve levels of attendance so that they match national average levels by July 2011.
- Strengthen the monitoring and evaluation role of teachers with responsibilities.

Outcomes for individuals and groups of pupils**3**

Children enter the Nursery with skills and abilities that are lower than those expected and make good progress in the Early Years Foundation Stage. Pupils in Years 1 and 2 are currently making good progress, particularly in reading and writing. The school's strong emphasis on supporting speaking and listening skills is paying dividends, as is the good programme to support pupils' skills in using letters and sounds. This has resulted in attainment that has been at the national average each year since the previous inspection. Attainment in mathematics is not so strong and has been consistently below average. This is because pupils' calculation skills are weak and there are insufficient opportunities provided for them to use and apply their knowledge.

Inspection findings confirm the school's own data that in Years 3 to 6 pupils are now making good progress in most classes, particularly in English and science, and this has lifted standards to average levels for the past two years. In a good quality Year 3 mathematics lesson, the pupils thoroughly enjoyed learning about two- and three-dimensional shapes because the teacher made learning fun and challenging. She also rightly insisted that the pupils used the correct mathematical language. 'I like doing shapes,' said one pupil. However, attainment in mathematics lags behind because there is a legacy of some underachievement that is difficult to shift, particularly as pupils' progress slows in Year 4. Although good teaching in Years 5 and 6 helps many pupils catch up, the proportion gaining the higher levels in mathematics is lower than in English or science. Nonetheless, pupils are on track to meet their targets. Good-quality provision for pupils that have special educational needs and/or disabilities results in these pupils making satisfactory progress towards their individual targets, particularly in

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reading and writing. The school is keenly aware that more needs to be done to quicken these pupils' progress in mathematics. Nonetheless, their achievement overall is satisfactory.

Pupils behave well. They are courteous and well mannered and, by the time that they leave the school, they have developed into socially mature and responsible young people. They value their school community and regularly take on responsibilities that enhance the life of the school such as membership of the school council, being playground friends and buddying younger children. Pupils are proud of their involvement in a wide range of community projects which help them to understand their responsibilities as citizens: examples include their input into the Berkshire County Show and their various charity fundraising efforts. Pupils enjoy the good range of sporting activities and are appreciative of the excellent opportunities that the extensive grounds offer for physical activities. While pupils are generally interested in health promotion activities, healthy eating is hindered by pupils being allowed to eat unhealthy snacks, and packed lunches that are not always healthy. Pupils' good spiritual, moral, social and cultural development is considerably enhanced by the quality of provision for music. Music plays an important part in the life of the school and pupils say they thoroughly enjoy the many opportunities that they have to play a wide range of instruments. Parents and carers, too, appreciate these opportunities. One parent wrote, 'My child was not a confident child, but the choir has changed her. She has sung at the "O2" in London, danced and sung at the "Anvil" in Basingstoke and she has become much more confident doing things she would never have dreamed of.'

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	3
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	3
The extent to which pupils contribute to the school and wider community	2

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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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?

Even though teaching remains satisfactory overall, there have been improvements since the previous inspection. Most lessons are now of good quality and this leads to the good progress that some pupils are now making. Most teachers plan interesting activities and in the best lessons work is carefully matched to meet the differing learning needs of the pupils. However, there are inconsistencies and this limits pupils' achievement and enjoyment. This is because, on occasion, teachers do not provide sufficiently challenging activities, particularly for more-able pupils, because previous assessments are either inaccurate or not used well enough when planning lessons. All staff manage the pupils well and ensure that classrooms present a calm and purposeful atmosphere. Marking is of good quality and staff generally ensure that pupils are clear about what they have to do to improve their work. Another positive feature of both teaching and the curriculum is the way the school places pupils' learning and skills development in context, particularly in English and information and communication technology. Topics are well chosen to engage and motivate the pupils, and cross-curricular links are appreciated and understood. Furthermore, they are complemented well by the wide range of opportunities to enrich learning by making visits and also having visitors into school. Staff care well for the pupils and this has a positive impact on pupils' personal and social development. Vulnerable pupils are supported particularly effectively and the school gets assistance from a wide range of external agencies for these pupils.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The newly revamped leadership team is starting to have a positive impact on provision and achievement. With the valuable support of the local authority, there have been improvements in the monitoring and evaluation of teaching and learning, the tracking of pupils' progress and also in the rigour of systems by which staff are held to account.

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Even so, not all members of staff are fully involved in self-evaluation procedures and the good-quality improvement plan rightly has a priority to strengthen these skills in all staff with responsibilities. The strong commitment to providing equal opportunities for all pupils is particularly successful in ensuring that vulnerable pupils are supported well. However, at present, the needs of more-able pupils are not met in full. The staff work closely as a team, morale is high and, along with the governing body, there is a commitment to further improve the school

Governance is satisfactory. Although the governing body is supportive of the school, governors recognise that they do not have consistently effective systems for gaining information with which they can fulfil their role in questioning and providing challenge for the school. Pupils' health and safety is given appropriate priority and safeguarding procedures meet requirements.

The school benefits from good and close partnerships with external agencies which contribute well to pupils' learning and personal development. The school plays a positive role in the local community. For example, a homework club is provided for Year 7 and 8 pupils, there are good links with a local farm and the school choir regularly sings both in the village and beyond. Even so, the school's contribution to community cohesion is satisfactory because too little attention has been paid to developing the national and global dimension. Nonetheless, following an audit, there are good plans in place to remedy this shortcoming.

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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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

Early Years Foundation Stage

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

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Even though it is early in the term, children in the Nursery class are already secure and confident, and they enjoy the wide range of quality activities provided for them. 'We like to play inside and we like to play outside,' said one enthusiastic child. This is because the children's welfare is at the heart of the staff team's work and, in both the Nursery and Reception Years, they provide a secure environment in which children grow in confidence. This is also aided by good induction processes both for Nursery and Reception. In consequence, the children's personal, social and emotional skills are developed particularly well.

Children make good progress and achieve well because the provision is of good quality. Lesson planning ensures that there is a good balance between adult-directed activities and those chosen by the children. In both year groups, children benefit from good-quality and well-resourced outdoor areas which successfully promote their development across all areas of learning. Teaching is consistently good such as during well-planned sessions to promote children's letters and sounds skills which are then supported by other activities later in the session. The children show interest and delight when learning sounds and they readily use new sounds even when playing in the sand or water. Staff make regular and thorough assessments of children's skills and knowledge, which are used well to plan the learning activities. The staff are led well by the lower school coordinator. They work closely as a team and successfully promote learning. Even so, despite good progress, only a minority of children achieve the expected goals when they enter Year 1, particularly in their communication, language and literacy skills.

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

Although a relatively small proportion of parents and carers responded to the questionnaire, their views are positive. This was supported by discussions with parents and carers during the inspection. Almost all said that their children enjoyed school and are kept safe, and most said that overall they are happy with the experiences that the school offers their children. There were no areas in which parents and carers sufficient concern to warrant further investigation by the inspection team. Inspection findings confirm the parents' views in general, although the school was found to be satisfactory overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lambourn C of E Primary 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	54	16	43	1	3	0	0
The school keeps my child safe	21	57	15	41	1	3	0	0
The school informs me about my child's progress	12	32	21	57	2	5	0	0
My child is making enough progress at this school	13	35	21	57	3	8	0	0
The teaching is good at this school	12	32	23	62	2	5	0	0
The school helps me to support my child's learning	14	38	20	54	3	8	0	0
The school helps my child to have a healthy lifestyle	15	41	21	57	1	3	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)	16	43	17	46	3	8	0	0
The school meets my child's particular needs	11	30	21	57	3	8	0	0
The school deals effectively with unacceptable behaviour	11	30	24	65	1	3	1	3
The school takes account of my suggestions and concerns	11	30	18	49	4	11	1	3
The school is led and managed effectively	11	30	21	57	4	11	0	0
Overall, I am happy with my child's experience at this school	14	38	20	54	2	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



23 September 2010

Dear Pupils

Inspection of Lambourn Primary School, RG17 7LJ

I am writing to thank you for your help when we came to inspect your school and also to tell you what we found. We enjoyed our visit and we particularly enjoyed listening to the choir practice. We thought you sang beautifully and we can understand why you are proud of your choir!

Yours is a satisfactory school, which means that some things are done well and other things could be improved. You told us that you enjoy school. Your behaviour is good and you have positive attitudes that help you in your learning. Your parents and carers told us that you are happy and feel safe, and we agree with them. Your teachers try hard to make lessons interesting for you, and most lessons are good and you now learn well. But in some lessons the work is too easy for you, particularly those of you that find learning easy, and this means that you do not achieve as well as you could. You told us that you enjoy all the trips and visits that you make, and also the exciting places that you go to with the choir. These things help to make sure that you enjoy learning. The staff look after you well and take good care of you.

We have asked your headteacher and staff to take some action to make sure that improvements continue. We have asked them to make sure that your teachers give you work that challenges you, particularly for those of you that find learning easy. We have also asked that your teachers make sure that your calculation skills are improved and also you make better progress in English. In addition, we have asked that all teachers have a chance to check to see how well you are doing in the areas that they have responsibility for. Finally, we have asked the school to make sure that the attendance of some of you improves. This is an area in which you can help! Please make sure that you do not miss school unless you are poorly.

We hope that you continue to enjoy school and learning.

Yours sincerely

Keith Sadler

Lead inspector

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