

Lacock Church of England Voluntary Controlled Primary School

High Street, Lacock, Chippenham, Wiltshire SN15 2LQ

Inspection dates	4–5 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This school provides good support for all its pupils and helps them to do well.
- Children joining the school in the Reception year settle quickly and get off to a prompt start that helps them to make good progress.
- Teaching across the school is good. Teachers and teaching assistants plan and work together successfully to support pupils' development.
- The strong focus on teaching phonics (the link between sounds and letters) successfully is helping to raise standards of reading.
- Pupils enjoy being at school, feel safe and are positive about wanting to learn.
- Pupils' behaviour is good. They have good manners and are polite and courteous.
- Pupils' safety is taken very seriously by all who work at the school. Staff are vigilant and take great care of the pupils.
- The headteacher's leadership style has created a team that is focused on providing high-quality education.
- The governing body is highly ambitious for the school's continued improvement.
- The changes that have taken place over the last two years have improved the school and have helped to accelerate pupils' progress and raise standards.

It is not yet an outstanding school because

- There are gaps in pupils' ability to apply the correct punctuation and grammar in their writing.
- The quality of teaching has not yet raised standards to a high enough level for all year groups.
- Governors are not rigorous enough when holding senior leaders to account for their actions.
- The school's improvement plan lacks precision, which makes it difficult to judge the progress and impact of recent changes.
- The school's website does not comply with current requirements.

Full report

What does the school need to do to improve further?

- Raise standards in writing by increasing teachers' expectations of pupils' writing capabilities.
- Strengthen the quality of teaching by ensuring that all teachers are working to the same high standards and enabling pupils to make rapid progress in all year groups.
- Improve the effectiveness of leadership and management by ensuring that:
 - governors evaluate the impact of all new initiatives by focusing on the impact they have on raising pupils' achievement
 - the school's improvement plan includes measurable success criteria that relate directly to pupils' outcomes
 - the school's website provides accurate information and documents that are current and up to date.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection, the quality and effectiveness of the school's leadership has improved considerably. As a result, the quality of teaching has been strengthened, which has helped to raise standards.
- The headteacher has been instrumental in bringing about these improvements. His leadership style has inspired and motivated staff to take on additional responsibilities and support the drive to improve the quality of education. Well-considered staff training and development opportunities, together with robust performance management arrangements, have ensured that teachers are held to account for the quality of their work.
- Teachers with subject leadership responsibility make a strong contribution to the school's drive for excellence. They are increasingly leading the work to strengthen the quality of teaching in their respective subjects. By carefully monitoring the progress of all groups of pupils, including those who are disadvantaged, the most able and those who have special educational needs or disability, they are able to effectively target support so that pupils are soon back on track.
- As a result of the numeracy leader's recent promotion, the literacy subject leader has also taken on the temporary leadership of numeracy. This high level of commitment demonstrates the determination that exists to ensure that no time is lost in securing improvement.
- The headteacher has sought innovative solutions to ensure that the temporary appointments, to cover for the recent staff changes, do not detract from the school's focus on achieving higher standards. His approach is typical of seeking the best solution to benefit the pupils. Working successfully with governors, he has implemented an appropriate contingency plan to manage the recent changes of staffing that have occurred. As a result, some pupils are being taught by teachers on temporary contracts until next term when the newly appointed permanent staff join the school. For example, when the school's special educational needs coordinator left, the headteacher employed an experienced practicing teacher to support the school's work. The school now benefits from her considerable expertise managing the support programmes for those pupils on the special educational needs register.
- The headteacher has led staff in creating and delivering a suitably broad curriculum that provides for pupils' needs. The use of themed topics is matched well to pupils' interests and experiences. For instance, in the Reception and Year 1 class, pupils were excited by the various activities linked to their topic about the seaside. During the inspection, the use of appropriate story books captured pupils' interest and provided an excellent stimulus for developing their writing skills. Learning is also enhanced by visitors to the school who share their expertise and help pupils to develop their understanding about the world.
- The school's Christian ethos makes a strong contribution to the pupils' personal, social and health education. By following the local authority's agreed religious education programme, pupils have a good understanding of stories from the Bible while also learning about other faiths and their celebrations.
- There is a strong and appropriate focus on teaching British values. Pupils are introduced to many aspects of British law and democracy through carefully planned activities that are matched to their ages, experience and understanding. The school council provides pupils with opportunities to raise issues that are pertinent to them. Pupils also particularly enjoy visiting sites of cultural interest as part of the topics being studied. For example, the recent visit to Chedworth Roman Villa as part of the history theme.
- The school makes good use of its additional funding for disadvantaged pupils. It is targeted to provide good support for those individuals who are entitled to it. The effect of this extra funding can be seen in their positive engagement with learning.
- Similarly, the physical education and sports premium is deployed to good effect. The use of specialist sports coaches is raising the confidence of staff to teach high-quality physical education lessons. Also, as a result of additional staff supervision at lunchtime, pupils are increasingly engaged in organised games that give a positive focus to their activities. Pupils also benefit from having opportunities to engage in a wider range of competitive sporting events than previously and increasing numbers are participating in after-school clubs, such as street dance and girls' cricket.
- Parents hold the headteacher and the school in high regard. They recognise and appreciate the school's very friendly and welcoming atmosphere. They also comment on the time staff are prepared to take to listen and act on any concerns raised. The school's website and regular newsletters provide a valuable source of information about developments taking place. Nevertheless, some of the information available on the website is inaccurate and out of date, which reduces its effectiveness.

■ The governance of the school

- Governors make a strong contribution to the school's leadership. Following an external review of the governing body's role and effectiveness, a number of significant changes have taken place. These include appointing a number of governors with specific skills that enhance the governing body's ability to support and challenge the school's leadership. A recent development is the support provided for newly appointed governors. This includes the support of a mentor who, as a more experienced governor, helps them to acclimatise quickly to the governing body's work.
- Governors maintain a clear overview of the school's strengths and the areas needing improvement. They are fully informed about the current improvement priorities and they monitor the implementation of the school's development plan. However, the lack of sharply focused success criteria reduces their ability to challenge leaders by judging the impact of the changes being made on pupils' progress and attainment.
- The arrangements for safeguarding are effective. The school's systems and procedures ensure that pupils' safety is well understood by all staff. All staff, including the headteacher, who is the school's designated safeguarding lead, have completed relevant safeguarding training. Governors are also fully committed to ensuring pupils' safety and have completed appropriate training courses. They recently decided that all governors will be checked by the Disclosure and Barring Service. This decision builds on earlier training events when individual governors completed training in relation to safer recruitment and the government's 'Prevent' duty. Detailed records are maintained of all safeguarding incidents that do occur and the school engages with appropriate external agencies when the need arises. When pupils are taken off site, staff remain in contact with the school via radio so that, if required, assistance can be summoned swiftly. Administration staff ensure that all school equipment is maintained regularly and that all relevant safety checks are carried out. As a result of the school's vigilance, most parents who responded to Parent View (Ofsted's online questionnaire) are confident that their children are safe at school.

Quality of teaching, learning and assessment is good

- Teachers plan classroom activities carefully and set work at the correct level for pupils' individual abilities. Prior to the start of each lesson, teachers brief teaching assistants and other adults working in the classroom exceptionally well. As a consequence, everyone is very clear about their role supporting pupils' learning. This good organisation ensures that pupils receive intensive support and make good progress.
- The strong emphasis on teaching reading skills helps pupils to develop a love of books. The focus on teaching phonics consistently and developing pupils' reading ability is helping to maintain high reading standards across the school. Pupils are heard reading regularly, and the staff maintain detailed records that help to ensure that the correct level of challenge is maintained. Teachers also respond quickly to feedback from parents to ensure that the reading books being sent home are pitched at the correct level.
- Teachers are helping pupils to develop a secure understanding of mathematical concepts and operations. As pupils' mathematical knowledge and understanding develops, teachers are increasingly supporting pupils to identify alternative strategies to solve mathematical problems.
- Writing is also taught well, but teachers recognise that they need to strengthen the quality of teaching so as to raise standards. Plans are being developed that focus on improving pupils' spelling, punctuation and grammar, which still need improvement. Strategies are also being developed to provide pupils with additional opportunities to write at length while improving the quality of their handwriting.
- Teachers implement the school's newly agreed marking policy well. Teaching assistants also provide pupils with feedback on the quality of their work. Pupils are increasingly taking advantage of the written comments and acting on the advice given to improve their work.
- Teachers and teaching assistants know each individual pupil very well. Through regular monitoring, they have a very good understanding of how well each pupil is performing. Assessment information is recorded throughout the year to track each individual pupil's progress and to set targets for future development.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and describe it as being friendly and a place where everyone knows one another. Pupils moving into the area and joining the school quickly feel at home and make new friends.
- Most pupils feel safe at school and are knowledgeable about how to stay safe. They recognise that teachers organise useful and interesting opportunities to help develop their awareness of the need to be vigilant about their personal safety. For example, learning to swim and increasing their awareness about the importance of taking care when using the roads. Pupils are also knowledgeable about the need to take appropriate care when using the internet.
- Pupils get on well together, both in the playground and in class. Staff create good opportunities for pupils to learn together. For instance, during the inspection older pupils enjoyed writing and then reading their story books to younger children.
- Pupils particularly enjoy being encouraged to become independent and make choices for themselves. They also rise to the challenge of taking on responsibilities around the school, such as being a house captain, a school council representative or librarian.
- The school's breakfast club provides pupils with good opportunities to socialise before school. Pupils enjoy the varied programme of activities on offer and participate enthusiastically, which helps prepare them for the start of the school day.

Behaviour

- The behaviour of pupils is good.
- Pupils are keen to do well. They have good attitudes to learning. Staff work successfully with a few pupils who exhibit challenging behaviours to include them in the life of the school. As a result, the pupils quickly recognise the need to change and readjust their behaviour.
- Pupils are respectful to one another and to those working in the school. As a result, the school has a very inclusive ethos where everyone is recognised and valued.
- Pupils are confident that bullying is not an issue. Staff promote positive behaviour with pupils and discuss the consequences of bullying. Pupils talk confidently about being taught how to respond should they encounter any incidents of inappropriate behaviour.
- Pupils' attendance is close to the national average. The headteacher is vigilant in monitoring pupils' absence and the school contacts families when pupils are unexpectedly absent. Letters are also sent to families when attendance levels are in danger of falling.

Outcomes for pupils are good

- In recent years, end-of-key-stage-2 outcomes have been strong, particularly in reading, with pupils' attainment being significantly above average in 2015. In addition, the most-able pupils did well, with many securing the higher levels.
- The school's tracking information shows that in the previous year, pupils made good progress across key stage 2. As a result of the standards achieved, pupils are well prepared for their move to secondary school at the end of Year 6.
- Standards at the end of key stage 1 have been broadly average for the past two years. The school's tracking information shows that the current Year 2 pupils are doing well and making good progress from their starting points, but that standards are unlikely to be in line with the national average this year. This is because almost half the year group has been identified as having special educational needs and disabilities.
- Early initiatives to strengthen the teaching of phonics did not increase pupils' reading standards sufficiently and so further changes were introduced. The much greater emphasis on teaching phonics consistently is having a positive impact on pupils' progress. Phonics lessons are helping pupils to build their understanding of the sounds that letters make. When reading, pupils readily apply their phonics knowledge to sound out unfamiliar words, which gives them pleasure as they succeed in pronouncing words correctly. Inspection evidence confirms that the current Year 1 pupils are on track to achieve higher results in the phonics screening check than in previous years.

- In all year groups, current pupils are making better progress than in previous years. The work in pupils' books confirms that they are doing well and making at least the progress expected and many are on track to attain in line with or above the national average.
- The achievement of the very few disadvantaged pupils in each year group is variable. Although most do well and attain standards in line with other pupils, a few do not. However, because of the very few disadvantaged pupils in each year group it is not possible to draw meaningful comparisons.
- Similarly, the achievement of pupils who have special educational needs or disability is tracked carefully and each intervention programme is monitored to evaluate whether it is helping pupils to succeed and make the progress expected. The current information about pupils' progress demonstrates that these pupils are being helped to achieve their potential. In fact, some of these pupils are making accelerated progress and catching up with other pupils in their year group.

Early years provision

is good

- The leadership of the early years provision is good. The changes being introduced are helping to strengthen the quality of education provided. For example, the school works closely with families to ensure that children settle in quickly. Home visits were introduced for the first time this year, which provided the early years leader with a good opportunity to begin developing links with the children's parents.
- The early years leader also visits the pre-school providers to meet all the children due to join the school at the start of the year. Effective opportunities are provided for pre-school children to join events at the school, such as productions and sports events. These approaches help children to familiarise themselves with the idea of starting school and learning with older pupils.
- Parents are pleased with how quickly their children do settle into school. They appreciate the fact that staff get to know their children very quickly and are able to talk knowledgeably about how well they are doing.
- Although there are some differences between each year's intake, the children starting school in the Reception year often do so with skills that are typical for their age.
- As a result of the small number of pupils in each year group, Reception children are currently taught alongside Year 1 pupils. The early years teacher plans activities carefully for all the children. Although they often work in their year group, the Reception children do benefit from having an opportunity to work with older pupils.
- Staff in the early years are experienced and have a good knowledge of how to support young children to make good progress. They work together exceptionally well, which benefits the children and helps them to learn. Recent improvements in the quality of teaching are helping to ensure that the current group of Reception children do well. School information confirms that many are already on track to achieve a good level of development by the time they begin Year 1. Work in children's books is of a good standard and shows the progress they have made so far this year.
- The classroom is well organised and provides an inviting space for children to learn. Similarly, the enclosed, outdoor learning area provides many exciting opportunities for children to learn practically. Both areas provide children with good access to a wide range of resources where they can learn in a safe and controlled area.
- Staff are vigilant about ensuring children's safety. Children's personal development is also a key element of the learning that takes place in the classroom. Children are encouraged to participate in and enjoy regular exercise. They are also taught to follow healthy routines so that they understand the importance of keeping safe and staying healthy.

School details

Unique reference number	126333
Local authority	Wiltshire
Inspection number	10012344

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	Johnny Wrench
Headteacher	Richard Hearn
Telephone number	01249 730271
Website	www.lacock.wilts.sch.uk
Email address	admin@lacock.wilts.sch.uk
Date of previous inspection	5–6 February 2014

Information about this school

- This school is much smaller than the average-sized primary school.
- Most pupils come from White British backgrounds and only a very small minority are from minority ethnic groups.
- Very few pupils speak English as an additional language.
- The proportion of pupils eligible for support through additional government funding (pupil premium) is below average.
- The proportion of pupils identified with special educational needs or disability is broadly in line with the national average. However, only a very few pupils have a statement of special educational need or an education, health and care plan.
- Reception children attend school on a full-time basis and are taught alongside Year 1 pupils. The other pupils are taught in two mixed-age classes.
- In this small school, staff changes have resulted in the leadership having to manage a relatively high turnover of teachers in recent months.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspector visited every class on at least two occasions. All of the observations were conducted with the headteacher.
- The inspector made observations around the school at breaktime and over the lunch period. He also attended an assembly.
- The inspector observed the arrangements for pupils at the start and end of the day and spoke with some of the parents.
- The inspector talked with individuals and groups of pupils. He also looked at a wide range of pupils' work, both in their books and on display.
- The inspector met with five governors, including the chair of the governing body. Meetings were also held with the headteacher and individual members of staff. A meeting was also held with a representative from the local authority.
- During the inspection, the inspector reviewed a wide range of documentation, including the school's development plan, minutes of the governing body meetings and reports about the school's effectiveness. Safeguarding documentation and records were also scrutinised.
- The inspector took account of the views expressed in the 19 online responses to Ofsted's Parent View questionnaire, the six responses to the staff questionnaire and the 13 responses to the pupil questionnaire. He also noted the content of a parent's letter, received during the inspection.

Inspection team

Ken Buxton, lead inspector

Her Majesty's Inspector

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