

Lambourne Primary School

Address: Hoe Lane, Abridge, Romford, Essex, RM4 1AU

Unique reference number (URN): 145604

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Overall, pupils achieve well in national tests and assessments. Year 6 pupils' outcomes in reading, writing and mathematics are broadly in line with national averages over the past 2 years. Pupils' achievement in writing has improved year on year. Pupils achieve well from their various starting points across the wider curriculum. Pupils with special educational needs and/or disabilities and disadvantaged pupils make steady progress and achieve well across subjects.

Children get off to a positive start in the early years and continue to build their knowledge and skills as they move through the school. Pupils gain the basic reading and mathematical knowledge that they need to access the wider curriculum. Pupils are generally secure in using and applying their phonics knowledge. Most become fluent readers. Younger pupils achieve well in securing basic skills and knowledge, particularly in writing. This is as a result of improvements that have been made to how writing is taught. However, some pupils, especially older pupils, have gaps in their handwriting and spelling knowledge.

Attendance and behaviour

Expected standard 

Leaders have raised expectations for attendance. Most pupils attend regularly. This is because leaders communicate regularly with families and pupils to promote the importance of attendance and reduce barriers to regular attendance. This work has had a positive impact overall and for individuals. Leaders analyse and use attendance information well. They act swiftly where pupils' attendance is too low. This has reduced the number of pupils who miss too much school. However, leaders recognise that some pupils, particularly disadvantaged pupils and some pupils with special educational needs and/or disabilities, are still absent too frequently.

Pupils' behaviour reflects the school's values. Staff and pupils care about each other and help each other to belong. Respectful relationships mean the school is a calm and purposeful learning environment. Staff are positive role models and have high expectations of behaviour. They apply these expectations consistently and pupils rise to them. Pupils are polite, welcoming and happy. Classrooms are calm and pupils settle quickly into their learning. Staff know pupils well, so they are able to notice when pupils might need adaptations to help them learn and play in a positive way. On the very rare occasions it occurs, staff deal with bullying quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders have constructed a coherent and balanced curriculum. They have set out clearly what pupils should know and by when. Teachers sequence learning so that pupils build on prior knowledge. Leaders ensure that the curriculum helps pupils secure the knowledge needed in reading, writing and mathematics. Staff have the expertise needed to teach reading and phonics effectively. Staff identify any pupils who need extra help to catch up and are quickly supported to do so.

Leaders have an accurate understanding of the quality of teaching in the school. They have high expectations for the standards of teaching. Generally, teaching matches these. Staff are supported by well-planned professional learning, which supports teachers to develop further their skills and expertise. Recent whole-school training on improving the teaching of writing has had a positive impact. Teachers now teach this in a clearer way with more precise modelling, which helps pupils to acquire the basic knowledge they need.

Staff explain new information clearly. They generally use questioning effectively to check pupils' understanding and adapt learning where needed. This ensures that pupils, particularly those with specific barriers to their learning, are supported well to access the curriculum. However, at times, teachers do not identify and address pupils' misconceptions.

Early years

Expected standard 

Children settle quickly into the calm, consistent routines of the early years provision. Relationships with staff are warm and caring. Effective systems help staff to get to know children and their families well. Leaders ensure that transition starts as early as possible. This helps leaders to spot when children may have barriers to their learning and/or wellbeing. A particular focus on early support for speech and language development helps children to build their communication skills and their confidence.

Leaders have ensured that the curriculum outlines the key learning children need for Year 1. The curriculum identifies the building blocks of learning in reading, writing and mathematics. Reading is a priority. Children begin learning phonics quickly. Children enjoy storytelling and books. They develop fluency in reading well. Staff provide activities that help children to make progress in their learning and personal, social and emotional development. Typically, children are well prepared for Year 1.

Through the curriculum, staff help children to learn together. Where needed, adaptations are made so all children can access the learning environment successfully alongside their peers. Most interactions between staff and children are of a high quality. Children develop positive attitudes to learning, which give them the right foundations for school life.

Inclusion

Expected standard 

Leaders have established an inclusive culture. Staff know pupils' individual needs well. Leaders ensure that pupils' individual needs are identified quickly and accurately.

Leaders make well informed decisions about support for pupils. Where needed, bespoke packages are developed that meet individual pupils' needs well. Leaders seek advice, when needed, and work closely with external partners to make sure pupils get the right help when they need it. This is particularly effective for pupils with special educational needs and/or disabilities. Staff receive effective training to help them assess and identify pupils' needs and provide the right support. Leaders ensure that suitable adaptations are made to enable pupils to access learning and school life successfully. Leaders ensure that pupils receive high-quality teaching in the classroom. If pupils need extra support, this is quickly put in place. Staff strike the right balance between guiding pupils, while ensuring pupils develop their independence.

Positive work with families allows staff to share concerns quickly. This close working relationship ensures pupils' interests remain at the heart of the school's work.

Leaders use additional funding effectively to help remove barriers to disadvantaged pupils' learning and/or wellbeing. As a result, disadvantaged pupils make steady progress academically and with their personal development.

Leadership and governance

Expected standard 

Leaders are ambitious for all pupils at the school. They ensure that they take the right actions at the right time to improve pupils' experiences. Leaders make decisions and changes with pupils' best interests at heart. For example, the school's work to improve pupils' attendance is making a real difference.

As a result of leaders' approachable nature, families are well supported, particularly those of disadvantaged pupils and pupils with special educational needs and/or disabilities.

Leaders regularly review and evaluate the effectiveness of the education that pupils receive. Using this knowledge, they adapt and provide training to further improve the quality of teaching. They identify the right priorities and take the right action to improve the quality of teaching, for example, to improve how well writing is taught.

Trustees and the local governing committee have an appropriate range of knowledge and expertise. This ensures that they fulfil their roles effectively and that they meet their statutory duties. Those responsible for governance support and challenge leaders in equal measure. This means that they have an accurate understanding of the school's strengths and areas for development.

Staff are highly appreciative of how leaders consider wellbeing and workload. They feel valued and part of the vision of the school. Staff value the opportunities provided to develop their knowledge and expertise. These also focus on what will make the school a better place for its pupils. Parents and carers value the support provided for their children. They are very positive about the school and its leadership.

Personal development and wellbeing

Expected standard 

Leaders have constructed a personal development programme that broadens pupils' experiences and helps to prepare them for life beyond primary school. Leaders are committed to ensuring that pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, can take full advantage of these opportunities by removing barriers to participation.

Pupils learn about how their brain works and their inner feelings. They learn strategies such as gratefulness and how to have a healthy lifestyle. As a result, pupils develop an understanding of how to stay mentally healthy. Pupils know how to keep themselves safe, including when online. They also learn about healthy relationships. All of this prepares them well for the future.

Pupils benefit from a wide range of experiences that extend beyond the classroom. Educational visits, residential experiences, sporting opportunities and community events help pupils develop resilience, confidence and deepen their understanding of the world around them. Leaders ensure that experiences are skilfully designed and adapted to bring the curriculum to life, for example building an air raid shelter or handling artefacts at a museum.

Pupils gain a secure understanding of fundamental British values through the leadership roles they encounter. For example, they learn about democracy through their school council. Leadership opportunities such as these mean that pupils are proud, confident and have a voice in the school community. They learn about different religions, healthy relationships and how people can be different to themselves. However, pupils' understanding of these topics is not as secure as for other aspects of the personal development programme.

Highly effective pastoral support helps pupils feel safe and ready to learn. Supportive relationships, caring staff and targeted support, such as therapy activities, help pupils to manage their emotions and talk about their feelings. Pupils benefit from sensitive and tailored support during significant life events, including family illness.

What it's like to be a pupil at this school

Pupils arrive happy and keen to learn. They feel they belong in the welcoming and respectful environment that has been established for them to flourish. Pupils describe the school as a 'safe bubble', where they feel safe and encouraged. Routines and positive relationships support them to succeed every day.

Pupils display the school values of aspire, belong and care in their behaviour and attitudes. These values are at the heart of the school. Pupils care about each other. From the first day of school in Reception, they look after each other. Everyone feels part of this community. Pupils are proud of this sense of belonging. Bullying is very rare, if it does occur it is dealt with quickly.

Pupils enjoy their learning. They find lessons interesting and fun. They value that staff help them to learn. Pupils talk enthusiastically about their school library and like being able to choose books to read in school and at home.

Pupils rise to the opportunity of having responsibilities and do this maturely. They welcome opportunities to be a buddy in Year 5 to younger children, lead a club or to be a school councillor. Pupils feel they have influence in making their school better, for example, by having a scooter rack installed.

Disadvantaged pupils and pupils with special educational needs and/or disabilities take part fully in school life. Pupils enjoy a wide range of clubs, for example karate or creative writing. Barriers to participation are removed so that all pupils can attend. Pupils like being able to compete in local sporting tournaments. They enjoy pursuing their interests further.

Pupils have opportunities to think about possible careers. This raises their aspirations. They are excited to learn about a wide range of jobs, such as midwifery or being an artist. Pupils

learn how to be independent and resilient. They are prepared well for the next stage of their education.

Next steps

- Leaders should ensure that teachers use their checks on learning to identify and address errors in pupils' handwriting and spelling, particularly for some older pupils.
 - Leaders should continue to review and evaluate the effectiveness of their strategies to improve attendance and further reduce persistent absence, particularly for disadvantaged pupils and pupils with special educational needs and or disabilities.
 - Leaders should ensure that teaching supports pupils to gain a deeper understanding of some aspects of the personal, social and health education curriculum, such as differences and diversity.
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About this inspection

This school is part of Epping Forest Schools Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Graham Clifford, and overseen by a board of trustees, chaired by Chris White.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and a range of staff. They met with the CEO and other representatives from the trust. They also met with representatives from the board of trustees and the local governing committee.

The school includes provision for pupils with social, emotional and mental health needs. This is a resourced provision which has 5 places. At the time of inspection, there were no pupils from the school in this provision.

The school does not currently use alternative provision.

Headteacher : Jordan Coombes

Lead inspector:

Nikki Willis, His Majesty's Inspector

Team inspectors:

Lynda Walker, Ofsted Inspector

Katie Devenport, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

214

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

218

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

20.56%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.40%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.41%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SEMH - Social, Emotional and Mental Health

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below
2024/25 (final)	65%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	35%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	74%	Close to average
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	72%	Below
2024/25 (final)	65%	72%	Below
2023/24 (final)	66%	72%	Close to average
2022/23 (final)	39%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	81%	73%	Above
2022/23 (final)	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25 (final)	33%	47%	Below
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average
2024/25 (final)	56%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	59%	Below
2024/25 (final)	33%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25 (final)	56%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-31 pp
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-20 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	78%	-37 pp
2024/25 (final)	33%	78%	-45 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.1%	5.2%	Above
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	18.5%	13.0%	Above
2023/24 (3 term)	18.0%	14.6%	Close to average
2022/23 (3 term)	21.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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