

# Loseley Fields Primary School

## Inspection report

<b>Unique reference number</b>	134828
<b>Local authority</b>	Surrey
<b>Inspection number</b>	385375
<b>Inspection dates</b>	21–22 March 2012
<b>Lead inspector</b>	David Collard

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Cory
<b>Headteacher</b>	Jill Pearce-Haydon
<b>Date of previous school inspection</b>	June 2010
<b>School address</b>	Green Lane Godalming Surrey GU7 3TB
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## Introduction

Inspection team

David Collard

Additional inspector

Evelyn Riley

Additional inspector

This inspection was carried out with no notice. During their time in school, inspectors visited 15 lessons or parts of lessons taught by 12 teachers. Meetings were held with staff, members of the governing body and a representative of the local authority. Informal discussions were held with pupils and a few parents. Documentation provided by the school was scrutinised including, pupils' progress data, the school self-evaluation and development plan, questionnaire responses from parents and carers undertaken by the school, curriculum planning and safeguarding information. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection.

## Information about the school

Loseley Fields is an average sized primary school on the outskirts of Godalming. The proportion of pupils known to be eligible for free school meals is higher than that nationally. The proportion of pupils with disabilities or special educational needs is above average as is the proportion with a statement of special educational needs. This is partly due to there being a specialist unit on site (The River Centre) which caters for pupils with moderate learning difficulties. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

In June 2010 the school was judged to require special measures. Since then there have been four monitoring visits by Ofsted to determine the progress that has been made. Soon after the last inspection the headteacher left and the deputy headteacher was appointed as acting headteacher. The acting headteacher was interviewed in March 2012 and will be appointed as substantive Headteacher from 1<sup>st</sup> April 2012. A highly experienced consultant headteacher has been working with the school since its last inspection. The senior leadership team consists of the acting headteacher, acting deputy headteacher, two acting assistant headteachers (sharing one role) and a principal teaching assistant. There have been a significant number of staff changes and a restructuring of the teaching assistants' support.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- In accordance with section 13(4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures.
- The school now provides a satisfactory quality of education. While pupils’ achievement and teaching are satisfactory, being the reason why the overall effectiveness of the school is not better, there have been significant improvements in the behaviour of pupils and in the quality of leadership, both of which are now good.
- Children start school with a level of skills which is variable, but generally below that expected for their age. They now make good progress in the Reception class and start Year 1 with levels closer to those expected. Progress through Key Stage 1 is good and pupils in 2011 reached above average levels in their national tests. In Key Stage 2 progress is more variable. While now never less than satisfactory, it is better for older pupils. Nevertheless, there is still some legacy of underachievement from the past resulting in slightly below average attainment in Year 6.
- Teaching is satisfactory but much more consistent over the last two terms. None is inadequate and approximately two thirds is good. A very small minority is outstanding. Over time however, this variability has left gaps in learning and so the oldest pupils, even with good teaching, are still struggling to catch up.
- As pupils rightly say, behaviour is much improved with many fewer incidents of poor behaviour and almost none in lessons. Those that do occur are now handled very well by adults with clear strategies to ensure that the learning or safety of other pupils is not affected. Pupils’ spiritual, moral, social and cultural development is satisfactory.
- Clear and decisive action by the acting headteacher and other senior managers has driven the significant improvements. Teachers’ performance management and further training have all brought about consistency in the quality of education and the governing body have developed their skills and are able to provide the right level of challenge and support. Middle leaders are now beginning the process of adding to the strength of the senior team. This all shows a school that has a good capacity to continue towards its major aim of

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becoming outstanding.

- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise pupils' progress and attainment in English and mathematics to at least average levels and with a significantly improved proportion of those achieving higher levels by:
  - eliminating any remaining inequality in teaching so that pupils make continuously good progress through the school
  - using the best practice in planning and delivery of lessons to enable all teachers to provide consistently high levels of engagement and challenge.
- Develop the skills of the middle leaders so that they can play a full and active role in school evaluation and development.

## Main report

### Achievement of pupils

Parents and carers generally feel happy with the progress that their children make although the picture is more complex than this view. Children make a good start in the Reception class. They quickly pick up basic social skills and are very happy working and playing with each other. The early morning session seen was dynamic and interesting with the teacher providing good examples of different letters and sounds to help children form the correct blends. The children were highly motivated by their work on dinosaurs and could use relevant vocabulary in the right context such as carnivore and herbivore. By the start of Year 1 they are well prepared for more formal work. This good progress has only recently been the case so those in Years 1 and 2 were less well prepared when they started. Nevertheless, good teaching is ensuring that they are catching up quickly in their writing, reading, mathematical and social skills. On some occasions they are restricted by their previous learning experiences such as when learning about simple letter writing. Nevertheless, by the end of Year 2, pupils have made sufficient progress to have gained, in 2011, above average results in their national tests; a fact confirmed from the work in their books where reading in particular is above average. This is a very marked improvement from two years ago and this steady improvement in standards is set to continue for those now in Year 2.

Progress through Key Stage 2, while satisfactory, has been more problematic. A legacy of underachievement from the past has significantly restricted the attainment levels by Year 6. In 2011 this was reflected in generally lower than average national test scores in reading, writing and mathematics even though the progress of these pupils from their starting points was appropriate. Progress is better, but not fully

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resolved for those presently in Year 6. Progress for these pupils is gaining pace and, while still satisfactory in national terms, there are more pupils achieving the expected Level 4 and higher Level 5 in English and mathematics than last year. Attainment in reading is average. Pupils' progress against their starting points is better in all other years and significantly improves as pupils get older. Data shows that over the last two terms progress has become rapid with many pupils exceeding their expected targets from the previous year. Consequently, progress is good over the shorter term for all pupils but satisfactory over the longer term.

Pupils from the specialist unit and those identified with special educational needs are making similarly improved progress and especially so with the improved support they are receiving and better leadership of their provision.

### **Quality of teaching**

Teaching is satisfactory even though the most recent school survey of parents and carers suggest that it is good. However, parents, carers and pupils rightly recognise the much higher expectations of teachers who now expect much better work from all their class. This is due to well-founded planning which is based on a good understanding of where pupils are in their learning. This planning is most consistent in Year 2 and Year 6 where teachers provide targets linked to specific development points for each pupil and, in Year 6 where this is also linked to the National Curriculum levels. These older pupils know how they should reach a Level 4b for example and what they need to do to get to a Level 5.

Behaviour management techniques, much improved over this year, are consistently used across the school and there are very few times where teachers have to resort to the withdrawal of pupils because of inappropriate behaviour. These occasions are most often associated with very specific behavioural issues identified through statements of special educational needs. Pupils increasingly show high levels of interest, motivation and challenge such as within the topics they are studying. A good example of pupils' excitement was seen in a lesson using an old wooden box with various items used by 'Lila' to make fireworks. They used a good range of vocabulary to describe these and then set about writing up what they had found out ready to write extended pieces the following day. In another case, pupils avidly talked about how Macbeth and Lady Macbeth felt and how this related to the story they were studying.

Much of the improved teaching has taken time to embed and so its impact has been most noticeable for those younger pupils who have been exposed to it the longest. Where there had been consistently weaker teaching in the past or when it is satisfactory rather than good, then pupils do not always have the knowledge they need to develop the higher order skills of independent thinking and research. Most teachers are aware of these issues and, when they see difficulties, rapidly alter the direction of the lesson to concentrate on plugging gaps in knowledge. Nevertheless, there is still more to do to ensure that all of those who are capable of achieving higher levels are always challenged by extending their work and enabling them to

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use their previously acquired knowledge in unfamiliar situations.

## **Behaviour and safety of pupils**

Pupils generally behave well in and around the school. Playtimes are used effectively to allow pupils to 'let off steam' and whilst calm at most times they can become a little boisterous. Consequently, behaviour is good but not outstanding. Pupils say that in the past there was some bullying and name-calling and that they did not like it. They feel this has changed now and that, on the odd occasion when there is any unpleasantness it is dealt with quickly and effectively. As a result, they feel safe and well cared for. This is borne out by the lower number of formally recorded incidents and by a much lower level of exclusion. Attitudes to learning are good. Pupils are keen to be involved in all that the school offers and work amicably in small groups or pairs. In paired discussions, pupils talk and listen attentively and proffer their suggestions with delight. Attendance continues to be similar to that nationally and above the target agreed with the local authority. This is despite a number of pupils who, for administrative reasons, have to be considered as non-attenders even though they are placed in other settings.

## **Leadership and management**

Good leadership and management have been at the heart of the improvements. The acting headteacher has gained the full support of all staff despite some very difficult decisions regarding the restructuring that have been made over the last year. As one member of staff said, 'when she asks us to jump we ask how far!' The acting headteacher has been ably supported by the consultant headteacher and acting deputy headteacher. This has resulted in a much more strategic and well-defined self-assessment and a detailed school development plan. The capacity to continue forward is evident from the way this lays out clearly the achievements so far, the expectations for the school and how it will go about developing and improving. The detail of these plans has enabled the governing body to be better briefed and, through their increased monitoring of the provision, in them being able to pose challenging questions. In addition, teachers' performance is managed and monitored very closely and so support and training has been highly effective in raising the learning opportunities for pupils. Middle leadership is still at an early stage of development. These staff are being provided with more opportunities to develop their skills but, due to their lack of experience, take less of a role in monitoring and evaluating teaching than the senior team.

Impending budgetary difficulties have been addressed and a plan forward developed that will see a much better and effective use of resources. This includes plans to develop the outside area and to decide how best to accommodate an increase in the number of pupils in the coming years. Safeguarding procedures are effective and detailed and safety of prime importance within the school. The much improved provision for pupils, along with more consistent and higher quality teaching means that the school fulfils its aim of providing good equality of opportunity for all and ensuring no-one is discriminated against.

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The good curriculum has been readjusted to allow it to be more imaginative and set in a context that the pupils will understand. There are examples where this is used exceptionally well. For example, in a topic in Year 5 on 'RMS Titanic', the classrooms have been laid out to look like the first, second and third class accommodation these links were used very well in one lesson to develop and apply mathematical skills in deciding how many passengers were saved. This new excitement within the curriculum is also helping promote pupils' spiritual, moral, social and cultural development in a much more organised and effective way.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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 March 2012

Dear Pupils

### **Inspection of Loseley Fields Primary School, Godalming GU7 3TB**

Thank you for making myself and my colleagues so welcome on our visits over the last two years. I have very much enjoyed meeting and talking to so many of you and watching how you and your school have grown in confidence. You will be pleased to know that your school no longer requires 'special measures'. This is because you are now learning much more and are achieving as you should. This is due to the much improved teaching and to the hard work of all the staff. In particular, you are all now making progress through each year you are at school. In addition, you all look happy to be at school and I can see that you enjoy learning much more than you did. As a result, your behaviour is good even though just a few of you sometimes forget how you should treat each other. Your teachers provide you with some really interesting things to do and a number of you rightly said how much better challenged you are to do your best.

This is all a great start towards making Loseley one of the best schools but, of course, there are always things that can be improved. We have asked that your progress continues to rise and this will mean that you leave school with even higher standards in English and mathematics. We have also asked that some of the burden of leadership is shared across all staff so that everybody plays their part in continuing to make your school better and better.

You can play your part by working as hard as you can and by making sure that everybody gets on really well with each other. I wish you continued success in all that you do.

Yours sincerely

David Collard  
Lead inspector

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