

Loseley Fields Primary School

Green Lane, Binscombe, Godalming, GU7 3TB

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- It is a lively and welcoming place where pupils enjoy learning and achieve well.
- Pupils of all abilities are now making much better progress than they were previously and standards are now consistently in line with expectations for their age.
- The youngest children settle quickly and happily into the Reception class and it gives them a good start to their education.
- Pupils behave well around school and in lessons. They are friendly and polite to adults.
- Teaching is good and some is outstanding. Teachers plan interesting activities that motivate pupils to want to learn.
- From an early stage pupils are taught to understand how to link sounds and letters to enable them to read fluently and with expression. Any pupils at risk of falling behind are helped to catch up quickly.
- The headteacher provides dynamic leadership. She is strongly supported by the staff and the governing body who share her vision. They have brought about improvements in the quality of teaching and pupils' achievement.

It is not yet an outstanding school because:

- Sometimes the work is not well enough matched to what pupils can already do so that occasionally it is too easy for some pupils and too hard for others.
- The best marking gives pupils clear guidance about their next steps in learning, and time to respond to teachers' comments, but this is not consistent enough across all classes.

Information about this inspection

- Inspectors observed 22 lessons or part lessons, including four joint observations with the headteacher and deputy headteacher. They listened to pupils reading and attended assemblies.
- Meetings were held with the school council, members of the governing body and a range of staff including senior and other leaders.
- Inspectors looked at the school’s records of pupils’ attainment and progress, records on behaviour and safety, attendance, the monitoring of the quality of teaching and learning, as well as safeguarding documents and other school policies.
- Questionnaires returned by 39 staff were considered.
- Parental views were sought at the start of the school day and from the school’s own survey of parents and carers. Inspectors also took into account the views of 28 parents and carers who had completed the online survey, Parent View.

Inspection team

Grace Marriott, Lead inspector	Additional Inspector
Cliff Mainey	Additional Inspector
Deirdre Crutchley	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school has specialist provision for up to 18 pupils with a range of special educational needs in the form of a unit known as the Solar Centre.
- The school runs a breakfast and after-school club.
- The proportion of pupils for whom the school receives pupil premium funding is above the national average. This is additional money provided for looked after children and pupils known to be eligible for free school meals.
- Most pupils are of White British origin. The proportion who speak English as an additional language is low.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The acting headteacher became the substantive headteacher shortly after the previous inspection. A new deputy headteacher was appointed in September 2012.

What does the school need to do to improve further?

- Raise pupils' achievement by making sure that all the marking and feedback is at the level of the best and that pupils are regularly given enough time to respond to it.
- Increase the proportion of outstanding teaching by making sure that:
the work is always well matched to the needs of pupils and is neither too easy for the more able nor too hard for the less able.

Inspection judgements

The achievement of pupils is good

- The evidence from observing lessons, talking to pupils, looking at their work and the school's records shows that pupils in all year groups are making good progress. This improvement is the result of better teaching and higher expectations of what pupils can achieve.
- Children join the Reception class with knowledge, skills and understanding that are well below typical levels for their age. Pupils make good progress as they mature through the school and leave school in Year 6 with results in the national tests that are in broadly line with the national average. This includes those supported by the pupil premium. Results are better in reading and mathematics mainly because more pupils achieved higher levels than did so in writing.
- Writing is currently a major focus for the school and the use of a variety of interesting topics is helping to stimulate pupils' interest in writing so that it is both more interesting and more accurate in terms of spelling, punctuation and grammar.
- In 2013, the proportion of pupils achieving the expected standard in the Year 1 phonics screening check (linking sounds and letters) improved over the previous year and was well above the national figure. This gives pupils a secure foundation for developing reading skills.
- Despite making good and sometimes better progress than their peer group, in 2013 the pupils supported by the pupil premium were about two thirds of a National Curriculum level behind their peer group in mathematics and writing and closer to one level in reading. The school is working hard to close the gaps and the evidence from current pupils is that this is succeeding.
- The school works effectively to provide support for disabled pupils and those who have special educational needs and they make broadly similar good progress to other groups. Those with particularly complex needs and/or disabilities, some of whom attend the Solar Centre, also make good progress.

The quality of teaching is good

- In the Reception class, staff provide an interesting range of activities which help to develop children's independence and their personal and social skills. Adults plan specific opportunities to develop reading, writing and mathematical knowledge and skills and the balance between these activities and those which children choose for themselves is good. Children's progress is recorded carefully and systematically to make sure that activities build on what children already know and can do.
- Teachers manage behaviour very well so that classrooms are pleasant places in which to work. Pupils know what is expected of them and respond well to this working atmosphere. They usually try to do their best.
- Teaching in all year groups typically promotes good progress and there is some outstanding teaching which is helping pupils to make faster progress. Teachers use work in other subjects well to support progress in English and mathematics. For example in Year 6 they were using high-level mathematical skills on a code-breaking task as well as writing sensitively on different aspects of the topic.
- The school's current focus on writing shows in the wide range of attractive and informative displays of pupils' work. These show how well teachers are encouraging pupils to write at length and for different purposes as well as showing the progress pupils are making. The displays also encourage pupils to read widely and Year 2 pupils were keen to talk about the books they read both at school and at home.
- Most teachers understand the needs of different groups of pupils and match work well to their needs. Teaching assistants provide effective support for individuals and small groups so that pupils with different needs can take part fully in lessons. In a few lessons, though, the work is not challenging enough for more-able pupils and at other times is too difficult for the less able.
- Teachers are making increasing use of information about pupils' progress when planning the next stage of the work. They mark pupils' work regularly and mostly give them clear guidance

on how to improve it but this is not always done consistently enough. Pupils are often given specific time to respond to the marking but it is not always enough time nor does it happen routinely and so the feedback does not always help pupils to make faster progress.

The behaviour and safety of pupils are good

- Pupils are proud of their school. They attend regularly and join enthusiastically in everything it offers, including a good range of sports, cultural activities, visits to places of interest and fund raising for charity. They behave well and cooperate well with each other in lessons. Their enjoyment of learning is very evident in their attitude to work and this helps them to make good progress.
- School records show that incidents of poor behaviour have declined rapidly. Pupils respond well to the systems of rewards and enjoy schemes like 'Stars of the Week' which recognize achievement in different ways. The names of the 'Stars of the Week' are regularly published in the school newsletter.
- Parents and carers who spoke to the inspection team and those who completed the online survey confirm the view that their children are looked after well. Pupils are treated with respect and they learn to respect the culture and beliefs of others. Pupils trust the adults to keep them safe.
- Discussions with pupils show that they have a very clear understanding of what constitutes bullying. They know about different sorts of bullying such as racism or cyber bullying. They say it is rare but are very clear about what they should do if it happens and are confident that it will be dealt with.
- Pupils are actively involved in school life and are consulted about issues, for example the development of the outdoor learning area. They have many opportunities to take responsibilities, for example as team captains, buddies and school councillors. They take their duties very seriously and this contributes well to their personal development.
- Behaviour and safety are not outstanding yet because pupils are still too dependent on responding to adults' expectations and instructions rather than taking full responsibility for their own behaviour.

The leadership and management are good

- The leadership of the headteacher is exceptional. In a relatively short time, she has succeeded in creating a culture in which everyone works together to improve the school. Staff work well together as a team, sharing ideas and approaches effectively.
- The headteacher, deputy headteacher and assistant headteacher provide teachers with well-focused support and guidance and challenge them to teach to the highest standards. As a result teaching has improved considerably and is now good. Teachers know that they are accountable for their pupils' progress but they also know that they will be helped and supported with good professional development.
- Some subject and key stage leaders are relatively new in post. They are, however, very clear about what is expected of them and have established a good base of knowledge about the school on which to build. They can identify areas where their work is already having an impact.
- The school's curriculum is well matched to pupils' needs. It provides a broad range of learning, and work in subjects such as history, geography and science is used very well to develop key skills in reading, writing and mathematics.
- The curriculum also develops pupils' spiritual, moral, social and cultural skills well. Assemblies are used effectively to celebrate a wide variety of achievement and encourage pupils to aim high. Pupils enjoy many clubs that build their confidence and promote their social development. The breakfast and after-school clubs are enjoyable, with lots of opportunities for games and other activities.
- The new primary school sports funding is being used to provide more specialist coaching and to enable pupils to participate in a wider range of physical activities which they do with

enthusiasm. The school has plans to measure the effectiveness of these activities for pupils' health and well-being.

- The pupil premium funding is being used effectively to provide additional support from adults and to make sure that pupils are able to join in all school activities. The impact of this funding is checked carefully to make sure that it is being used to meet these pupils' needs and help them make better progress.
- The leaders have worked well with the local authority, which has provided effective support for the school to help it move from satisfactory to good.

■ **The governance of the school:**

- Governors are supportive of the school and are keen to see it continue to improve. Their knowledge of its strengths and weaknesses has improved and so they are now in a better position to monitor progress effectively and ask challenging questions, for example about the use of the pupil premium and the progress of different groups of pupils. They have been prepared to support the headteacher in making difficult decisions about teaching and in tackling underperformance. They now know more about how the performance management system works to hold teachers to account for the progress pupils make and to make decisions about whether or not teachers should move up the salary scale. The procedures for safeguarding children meet legal requirements. The school has a balanced budget; spending decisions are carefully weighed up.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134828
Local authority	Surrey
Inspection number	429651

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Geoff Wyss
Headteacher	Jill Pearce-Haydon
Date of previous school inspection	21–22 March 2012
Telephone number	01483 416477
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