

Loseley Fields Primary School

Inspection report

Unique Reference Number	134828
Local Authority	Surrey
Inspection number	294178
Inspection dates	18–19 July 2007
Reporting inspector	Michael Pye

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	280
Appropriate authority	The governing body
Chair	Mr Simon Shimmin
Headteacher	Mr Chris Nourse
Date of previous school inspection	Not previously inspected
School address	Green Lane Binscombe Godalming Surrey GU7 3TB
Telephone number	01483 416477
Fax number	01483 418354

Age group	4–11
Inspection dates	18–19 July 2007
Inspection number	294178

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school was opened in September 2005 as the result of the amalgamation of an infant and junior school. Most pupils are of White British heritage, and many come from the local area of predominantly social housing. The proportion of pupils entitled to free school meals is above average. The River Centre is a unit for pupils with moderate learning difficulties attached to the school. Consequently, there are well above average numbers of pupils with learning difficulties and disabilities, including those with a statement of special educational need. The school has been recognised nationally through the Eco-School Award and the Basic Skills Quality Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Loseley Fields provides a good education for its pupils. One parent correctly wrote that the school was 'drawing on the good practice from both of its predecessors'. This approach, together with the new ideas of the very good headteacher, and his staff, has resulted in a successful school where raising pupils' achievement is a priority. The importance of the pastoral side of the school has not been sacrificed, however, and pupils' personal development and well-being are good. Pupils thoroughly enjoy school. As one Reception child wrote, 'I think Loseley is fun and I am enjoying learning and playing'. Relationships are extremely positive, and this was illustrated very effectively when the headteacher and other adults played musical instruments alongside pupils who had learnt to play the drums.

Pupils' achieve well from their starting points. Standards are broadly average overall but vary from year to year because of the high numbers of pupils with learning difficulties and disabilities in some classes. Children enter Reception with skills and knowledge that are well below that found in most schools. The current Year 6 have made good progress and are set to reach challenging targets in English, mathematics and science. Throughout the school writing is the weakest element. Analysis by the school has correctly focused on improving aspects of extended writing. In subjects other than literacy, opportunities are missed to promote an enriched vocabulary and to give pupils opportunities to write in different contexts.

Teaching and learning are good. Detailed planning contributes to pupils' good progress in lessons. There are inconsistencies in the way teachers use pupils' learning targets to help them to improve both in lessons and through marking. Teaching assistants are knowledgeable and skilled and they have a significant impact on the good progress of pupils with learning difficulties. This also true of pupils in the River Centre who are well integrated into the school and make as much progress as other pupils. Pupils benefit extremely well from the good pastoral care, support and guidance that the school provides. They say they feel very well cared for, and are respected by the adults. This undoubtedly has an impact on their positive attitudes towards work, and their levels of academic achievement. The school actively seeks the help and advice of a very good range of outside agencies to help provide for the welfare of pupils and their families.

A parent wrote that, 'The staff find interesting ways to make learning more exciting and memorable and my daughter loves going to school'. The good curriculum reflects this commitment by the school. A very good example of where it combines the social and personal development of pupils with their academic learning, is on the residential trip to France. Here, pupils' learning about the Second World War is reinforced by battlefield visits, but they are also asked to reflect upon the soldiers' sacrifice and place flowers on their graves.

Senior leaders, including the governing body, have overseen the smooth amalgamation process. Their attention to detail has ensured continuity in pupils' learning throughout the school. Pupils know the routines and staff have a good understanding of systems and procedures. The school's very good start indicates that it has good capacity to improve still further.

What the school should do to improve further

- Provide pupils with more opportunities to write in different subjects and contexts in order to improve their achievement and standards in writing.

- Ensure that in lessons and in their marking, teachers consistently reinforce pupils' awareness of how their learning targets can help them to improve.

Achievement and standards

Grade: 2

Consistently good teaching helps children in the Foundation Stage to make good progress from their low starting points, although some do not meet the goals set for children of that age by the time they enter Year 1. The number of pupils with learning difficulties and disabilities in some classes has a significant impact on standards overall. In 2006 standards in reading, writing and mathematics at the end of Year 2 were average. Pupils in the current Year 2 are not doing as well in mathematics, and particularly in writing. However, this represents satisfactory progress for this group as nearly half of them have learning difficulties. In 2006 in Year 6 standards were below average in mathematics. However the attainment of the current Year 6 is much better and these pupils have achieved well, as they began school with below average skills and knowledge.

Pupils in the River Centre and the other pupils with learning difficulties and disabilities make good progress. The River Centre pupils benefit well from accurate analysis of their needs, which are met effectively in lessons in the Centre as well as in the main school.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are friendly, polite, respect others and are proud of their school. Consequently, all pupils, including those from minority ethnic groups and those of different abilities feel welcomed and want to learn. Pupils greatly enjoy their school, behave well and show good attitudes to learning. Their spiritual, moral, social and cultural development is good. The many good opportunities for quiet reflection in assemblies and within the curriculum contribute well to pupils' growing spiritual awareness. Pupils are responsive to wider moral and social issues. The Eco-team works well to encourage fellow pupils to look after the environment. Pupils know about the benefits of good diet and exercise. They accept responsibility well, be it as monitors, house captains or as members of the school council. Attendance has improved and is now good. The school works hard to chase up absences and to promote good attendance among all of its pupils. Pupils' sound basic skills, together with their good personal and social skills mean that they are satisfactorily prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers present good role models for their pupils, relationships are very good, and pupils are keen to work hard and participate fully in lessons. Pupils particularly enjoy the lessons in which they are actively involved in their learning. One pupil said, 'Our own learning has improved because of the way they teach us, they make the learning fun.' Teachers make good use of resources such as the interactive whiteboards to stimulate pupils' interest and to support pupils' learning. They explain clearly the purpose of the lesson so that pupils know what they should be learning. Regular marking gives useful advice on what pupils need to improve. It does not always pinpoint for pupils how well they are doing in relation to their

targets, particularly in writing. Skilled support staff work very closely with teachers to make sure that pupils with particular needs learn equally as well as the rest.

Curriculum and other activities

Grade: 2

The school provides a lively curriculum that meets the needs of pupils well, including those in the River Centre. The Foundation Stage provides children with a wide range of well organised and carefully managed activities that gives them a good start to their education. Teachers are beginning to make creative links between subjects in order to make learning more exciting and meaningful for pupils. There is a strong focus on developing pupils' skills in literacy, numeracy and ICT. The school has good plans for developing these skills throughout the curriculum and recognises pupils do not have sufficient opportunities to write for different audiences and purposes in a wide range of subjects. Pupils learn to stay safe and healthy and to express their feelings, for example, within circle time and the personal, social and health education programme. Pupils achieve very well through specialist teaching in art, science and physical education. Provision for pupils with learning difficulties and disabilities is well focused. A good range of lunchtime and after school clubs, cultural experiences, visits and visitors enhance pupils' learning and add greatly to their enjoyment of school.

Care, guidance and support

Grade: 2

The good care, guidance and support delivered by the school is reflected by the school's motto 'Achieving Together' and its very strong, caring ethos. The result is contented pupils, who feel safe, secure and respected. Individual strengths are recognised, with pupils actively encouraged to consider their own and others' achievements. This has a positive effect on pupils' personal development and their academic achievement. Great importance is placed upon developing the potential of staff and pupils alike. Pupils with specific needs benefit well from the extra support supplied by the teaching assistants, including those in the River Centre. Good use is made of external agencies and the expertise of the home-school link worker to support vulnerable pupils and their families.

Regular assessments allow the school to track pupils' progress well and build in appropriate support. Learning targets are set in numeracy and literacy, but their use is inconsistent in lessons and teacher's marking.

Leadership and management

Grade: 2

Leadership and management are good. The integration of two schools, along with the inclusion of the River Centre and Reception, has been conducted in such a way that pupils' education has been well supported. For example, pupils experience the same messages about behaviour, because of the agreed policy established by the staff in the early, well focused training days.

The inspirational leadership of the headteacher has helped to ensure that high expectations have been agreed and shared with staff and pupils. Nobody is unaware of the ambition for the school, as indicated by the school logo of a child reaching for the stars. Parents are fully appreciative of this successful start. One wrote, 'the headteacher promised a world-class school, and is well on the way to delivering it.' Senior managers are contributing well to the improving

standards through their involvement in good monitoring and evaluation. This monitoring of the curriculum has helped to ensure that ICT is being used across the curriculum, for example, in geography, to help illustrate pupils' work on the environment. However, more needs to be done in order to raise standards in writing.

The governing body gives good support to the school. A more focused visiting programme would enable them to provide even more challenge for school leaders.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 September 2007

Dear Pupils

Inspection of Loseley Fields Primary School, Surrey, GU7 3TB

Thank you so much for welcoming us to your school. We listened carefully to what you had to say. We believe, as you do, that you go to a good school.

You told us how much you enjoy your education. We could see this in the drumming session in the hall, and many of you spoke excitedly about the school production. You said, and we agree, that you get a wide variety of things to do. The teaching you receive is good, and you told us that the teachers make learning fun. Your progress in lessons is good.

You behave well, are polite and you listen carefully to others. This good attitude, together with the fact that you feel safe and well looked after by the adults, means that you are able to concentrate on your work. We particularly liked the way you carry out positions of responsibility, like being school councillors or as members of the eco-team. Well done!

Your headteacher has led the school extremely well and all the adults have a very clear idea about how the school should develop. We have asked them to do two things:

- make sure that you get more opportunities to practise your writing skills in different subjects
- that during lessons and when marking your work, teachers refer more often to your learning targets, and how you can use them to improve your work.

Thank you once again. I wish you all the best for the future.

Yours faithfully,

Michael Pye

Lead Inspector