

Loseley Fields Primary School

Inspection report

Unique Reference Number	134828
Local Authority	Surrey
Inspection number	341535
Inspection dates	23–24 June 2010
Reporting inspector	Maria Dawes

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair	Gill Cory
Headteacher	Geraldine Wood
Date of previous school inspection	18 July 2007
School address	Green Lane Godalming GU7 3TB
Telephone number	01483 416477
Fax number	01483 418354
Email address	head@loseleyfields.surrey.sch.uk

Age group	4–11
Inspection dates	23–24 June 2010
Inspection number	341535

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 24 lessons, observing 11 teachers, and had meetings with staff, governors, groups of pupils and the children's centre manager. They observed the school's work, including the pupils at play, and looked at documentation, such as pupils' work, data on pupils' progress, the development plan, lesson monitoring records and documents relating to safeguarding. Inspectors analysed 150 responses to the parents' questionnaire, 96 responses to the pupils' questionnaire and 36 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils across the school, particularly in reading, writing and mathematics, and whether attainment is improving
- how well teaching contributes to pupils' learning
- how effectively the needs of pupils are identified and how well the provision supports improvements in their outcomes, particularly for pupils who have special educational needs and/or disabilities
- the role of leadership and management at all levels, including that of the governing body, in securing and sustaining improvements.

Information about the school

Loseley Fields is a primary school of average size. It includes a specialist resource centre, the River Centre, for 16 pupils who have moderate learning difficulties, all of whom have a statement of special educational needs. The proportion of pupils who have special educational needs and/or disabilities is much higher than in most other schools. Pupils' particular needs relate mostly to speech and language difficulties, and emotional, social and behavioural issues. Most of the pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. In September 2008, the school expanded its junior provision to accommodate approximately 60 pupils from another local school. The current headteacher was appointed in September 2009.

The associated children's centre is managed by the school's governing body and provides childcare and early years education. This will be inspected separately. Children in the Early Years Foundation Stage start school in the Reception class.

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

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the last inspection, attainment has fallen and is now significantly below that found nationally. Although there have been recent signs of improvement, this is very slow and the school's data show that current Year 6 pupils are not expected to meet the school's target for 2010 in English or mathematics. Pupils enter school with standards that are below average and many have special educational needs and/or disabilities. As they move through the school, pupils, and in particular boys, do not make sufficient progress to narrow the gap between their current attainment and their potential. The school's tracking of progress over the past year shows that there is very inconsistent progress being made in different year groups. This is largely because too many lessons are satisfactory, or at times, inadequate, although some good teaching takes place. The main reasons for this are that the pace of learning in lessons is too slow, pupils are not always challenged and work and support are not adequately matched to the needs of all pupils.

The staff look after children well. The River Centre makes a valuable contribution to the well-being and learning of the pupils in its care; with support, these pupils acquire the skills and self-esteem to work alongside mainstream pupils, although at times the boys' poor behaviour limits their achievement. The school is working effectively with a range of partners, including the children's centre, to support pupils and their parents and carers. Across the school, however, communication about pupils, including those who have special educational needs and/or disabilities, is not always shared well enough to enable provision to be as accurately targeted as it might be.

Pupils say they enjoy school and parents confirm this. Most of the time pupils get along well with one another and with staff, although a large number express concern about behaviour in lessons. Because the pace of too many lessons is not brisk enough, this sometimes leads to pupils losing concentration and chatting. Pupils say they feel safe and attendance is satisfactory. They are keen to be involved in the life of the school. Pupils that joined the school two years ago from another school have integrated well. The school is a cohesive community, but opportunities to develop pupils' understanding of communities outside that of the school are limited. Pupils' cultural development is underdeveloped.

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The school has correctly identified the need to raise pupils' attainment and improve the quality of teaching. However, senior leaders are not agreed about the correct range of strategies to tackle the problems. Therefore, staff are not working as a effective team and there is a lack of consistency in the implementation of improvement strategies. During the inspection, several staff expressed concern about the direction of the school. Systems, such as the gathering and analysis of assessment data, are beginning to be embedded, enabling the staff to monitor the progress of pupils more accurately. Teachers and support staff are now being held more to account for the progress that pupils in their classes make and there is some evidence that the decline in attainment has been stemmed. However, lesson monitoring undertaken by the senior leadership team has been limited and has not proved to be successful in raising attainment as it does not focus sufficiently on what pupils have learnt. The governing body is aware that the school is underperforming but it is not holding leaders to account for pupils' underachievement or addressing staffing issues robustly enough. The school has made inadequate progress since the last inspection and its capacity for sustained improvement is inadequate.

What does the school need to do to improve further?

- Develop leadership skills throughout the school by:
 - ensuring that leaders, staff and governors share a common vision and are consistently working together to tackle key priorities with suitable plans, milestones and clear lines of accountability
 - organising a clear plan of action to bring about rapid and sustained improvement that is understood and implemented by all staff
 - ensuring that leaders, including the governing body, accurately evaluate the work of the school, especially the quality of teaching and learning.
- Raise attainment and strengthen progress, especially in reading, writing and mathematics, by:
 - sharing and developing high-quality teaching skills so that lessons move at a good pace resulting in good teaching overall
 - embedding a whole-school understanding of progress and ensuring that activities and support closely match the needs of all pupils
 - giving pupils clear guidance about how they can reach the next steps of their learning in all subjects.
- Develop and implement appropriate actions to promote community cohesion and strengthen pupils' cultural development.

Outcomes for individuals and groups of pupils**4**

The school's data show that pupils' progress is uneven over time and inadequate overall. As a result, they do not achieve as well as they should. Although progress has improved this year, and more pupils are making satisfactory progress in lessons, it is inconsistent.

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For example, over the past year, pupils made good progress in Years 2 and 5, in contrast to their much slower progress in Years 3 and 4. Throughout the school, pupils make better progress in reading than in mathematics and writing.

The uneven picture in progress is related directly to inconsistencies in teaching. In some lessons, pupils are keen to do well and are actively engaged at all times. In a numeracy lesson, for example, a high level of challenge, probing questions and opportunities for pupils to share strategies, resulted in a good understanding of the topic. In too many lessons, though, pupils waste time waiting for further instructions or repeating tasks they have already completed. Some pupils do not always show the resilience and independence to persevere with their work.

Pupils with special educational needs and/or disabilities attain less well than similar groups nationally and, although a few make very good progress, overall their progress is inadequate. The exception to this pattern is the group receiving support from the River Centre where progress overall is satisfactory. Here, effective one-to-one support enables pupils to frequently make good individual progress in lessons.

Pupils enjoy and are enthusiastic about school and work well together. They are keen to be involved in the life of the school through taking on key responsibilities such as being school council members, play leaders or lunch monitors. Behaviour is satisfactory. Pupils are confident that any bullying is dealt with by adults. They know what they can do to stay healthy and enjoy participating in the good variety of sports clubs.

Pupils' spiritual, moral and social development is satisfactory. However, effective links beyond the school community are underdeveloped and, in particular, pupils have a very limited awareness of the diversity of British society. Consequently, this aspect of the pupils' personal development is inadequate overall.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	4
	3
The extent of pupils' spiritual, moral, social and cultural development	4

How effective is the provision?

There has been a recent emphasis on improving the quality of teaching but, despite some pockets of good practice, teaching is having insufficient impact on raising pupils' attainment and accelerating their progress at a fast enough rate. Teachers are enthusiastic and use interactive whiteboards and other resources effectively to introduce lessons and model work. They use a range of different activities to stimulate interest. However, too much work lacks challenge and is not adequately matched to the needs of different groups of pupils. The pace of learning in lessons is too slow and there are periods when some pupils disengage from learning without being challenged. On some occasions, teaching assistants support the pupils very well, especially when providing help to keep them focused on their work. At other times, they are inadequately deployed. The guidance that pupils receive through teachers' marking is inadequate. While in some classes pupils receive very helpful feedback, particularly in literacy, this is not consistent enough to help all pupils know what they need to do next to improve.

The curriculum is sufficiently broad. Pupils enjoy the variety of interesting topics through which literacy is taught. For example, pupils in Year 5 were enthusiastically developing their reading and writing skills through exploring a variety of characters who travelled on the Titanic. The school has begun to introduce a range of additional support to develop pupils' numeracy and literacy skills, such as reading recovery and catch-up programmes. In some cases these are having a good impact. Opportunities, though, for pupils to practise their literacy and numeracy skills in other subjects are underdeveloped. Pupils appreciate the range of extra activities, including a trip to France, that enrich the curriculum.

Staff ensure that all pupils feel secure and enjoy school. Good support enables pupils from the River Centre to work alongside their peers. Pupils and their families whose circumstances have made them potentially vulnerable are well supported, drawing on good links with outside agencies. However, class teachers do not always have a strong enough overview of all aspects of a pupil's development to ensure that they do as well as they should.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4

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	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Until recently, there has been no significant drive to improve attainment and very little movement in dealing with the issues raised at the last inspection. Improvements in the tracking of pupils' progress now enable staff to monitor pupils' progress clearly and there have been recent steps taken to secure better teaching. These are beginning to have some impact. Staff are being held to account more closely. Although there is a desire on the part of the staff to improve the life chances of the pupils, strained relationships between some members of the senior leadership team have hampered improvements. While there are detailed improvement plans in place, currently they are not driving improvement in a focused way. Subject coordinators are increasingly aware of the role that they can play in school improvement but as yet their role, including monitoring the quality of teaching and learning in their subject, is underdeveloped. The governing body has had too little impact and has not held the school to account sufficiently for its performance.

The school is a harmonious and inclusive community. Safeguarding policies and child protection procedures meet current government requirements. Staff know the school community well. The large group of pupils that joined from a neighbouring school two years ago are completely integrated, as are pupils from the River Centre. However, the school rightly recognises that it has not planned to promote community cohesion. As a result, pupils' understanding of communities beyond their own is very limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4

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The effectiveness with which the school deploys resources to achieve value for money	4
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Early Years Foundation Stage

When children start school their abilities are typically below those expected for their age. While they make satisfactory progress over their time in Reception, a significant number enter Key Stage 1 with below average standards, particularly in communication. Children settle into school well and this is strengthened by improved relationships between the school and the early years provision in the children's centre. Children enjoy school, are eager to contribute and relationships between each other and adults are good. There is an appropriate balance between activities led by adults and those chosen by the children so that they develop a good level of independence and cooperation. Adults check the progress that the children are making in the different areas of learning and the 'e-profile' allows staff to identify where progress is slow. This has assisted in identifying specific needs. However, planning does not always ensure that children are working on activities that extend their learning. Leaders and managers are developing their role, and strategies are being put in place to improve provision. The impact of these changes, however, is not yet embedded.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents say that their children enjoy school and are safe there. Most are satisfied with the quality of the teaching and how the school helps parents support their learning. A few parents added comments and several appreciated how well their child had settled into school. No parents raised major concerns, although a small minority do not feel that the school deals effectively with behaviour. The school has recently introduced a new behaviour policy and inspectors found that behaviour was satisfactory, although, in some lessons where the pace of lesson is too slow, some pupils become distracted leading to some chatting and poor behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Loseley Fields Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 150 completed questionnaires by the end of the on-site inspection. In total, there are 277 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	51	67	45	7	5	0	0
The school keeps my child safe	34	56	59	39	6	4	1	1
The school informs me about my child's progress	69	46	75	50	5	3	0	0
My child is making enough progress at this school	68	45	73	49	4	3	1	1
The teaching is good at this school	76	51	68	45	2	1	2	1
The school helps me to support my child's learning	66	44	71	47	7	5	1	1
The school helps my child to have a healthy lifestyle	63	42	76	51	8	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	40	79	53	8	5	1	1
The school meets my child's particular needs	64	43	73	49	6	4	2	1
The school deals effectively with unacceptable behaviour	44	29	68	45	25	17	5	3
The school takes account of my suggestions and concerns	45	30	82	55	14	9	2	1
The school is led and managed effectively	43	29	85	57	11	7	4	3
Overall, I am happy with my child's experience at this school	67	45	73	49	6	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



25 June 2010

Dear Pupils

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

Thank you for welcoming us when we visited your school. We really valued talking to you and seeing your work in class. We were pleased that you were so enthusiastic about school and enjoy it. There are some things which the school does well but it is not giving you a good enough quality of education to enable you to make the progress you are capable of by the time you leave. Therefore, we have placed your school in 'special measures' to make sure that improvements are made quickly. The school will receive regular visits from inspectors to check on how well it is doing.

Here are some of the things we found out about your school.

- You enjoy school and most of you behave well. A few of you need to make sure that you behave as the school expects, so that you do not disrupt lessons.
- You care about each other and make sure that all children are included. You enjoy being involved in the school and are keen to take part in extra-curricular clubs and to take on responsibilities, such as being lunch monitors or play leaders.
- Some lessons are good and particularly enjoyable but some lessons do not always help you learn as well as you could.
- Too many of you are not making as much progress as you should by the time you leave at the end of Year 6.
- Although you get on well with one another, you need to learn more about different communities beyond the local area.

We have asked your headteacher, staff and governors to work together to make your school better by doing the following things:

- ensure that all of your lessons help you to learn as well as possible and that the work given to you meets your needs and is at the right level
- give you opportunities to learn about and be involved with communities and cultures beyond Godalming and its surrounding area
- make sure that the plans they write to improve the school cover the right things and they keep a close eye on how well they are doing in making improvements.

You can all help by making sure you that you always do your best and concentrate hard on your work.

We wish you all the very best for the future.

Yours sincerely

Maria Dawes

Her Majesty's Inspector.

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