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14 January 2011

Mrs Pearce-Haydon and Mrs Loder  
Loseley Fields Primary School  
Green Lane  
Binscombe  
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Surrey  
GU7 3TB

Dear Mrs Pearce-Haydon and Mrs Loder

**Special measures: monitoring inspection of Loseley Fields Primary School**

Following my visit with Joan Lindsay, additional inspector, to your school on 12–13 January 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in June 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly Qualified Teachers may not be appointed at this time

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Surrey.

Yours sincerely

David Collard  
**Additional Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in June 2010**

- Develop leadership 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 and governors 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.

## **Special measures: monitoring of Loseley Fields Primary School**

### **Report from the first monitoring inspection on 12–13 January 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with senior and other members of staff, four members of the governing body including the chair, parents and carers, pupils and a representative of the local authority.

#### **Context**

The substantive headteacher resigned in October 2010 and the then deputy headteacher took over as acting headteacher after the autumn half-term. A consultant headteacher from another successful local school has also been appointed to help provide more leadership expertise. An advanced skills governor has been appointed to the governing body. There have been only a few other minor changes to the school's staff.

#### **Pupils' achievement and the extent to which they enjoy their learning**

The results of the 2010 national tests were not available at the time of the previous inspection. These have now been published and show that for those pupils then in Year 2, attainment was broadly average. This represents a significant improvement on the previous three years. For pupils then in Year 6 attainment was significantly below average as it has been for the previous four years. Progress for these pupils between Years 3 and 6 deteriorated from previous years and was significantly below that expected. These results mirror the findings of the inspection in June 2010.

Since then, the progress of pupils has begun to show signs of improvement. It is at its best in Years 1, 2, 5 and 6. There is still evidence of underachievement in Years 3 and 4. These levels of progress are directly linked to the quality of teaching. Progress in reading is somewhat better than in mathematics. There is some improvement in writing which is becoming more apparent following a concentrated training programme for teachers.

In individual lessons, the support work being undertaken with teachers is having a good effect on the planning of lessons and in the accuracy of assessment. Consequently, the achievement of pupils is improving. Nevertheless this remains variable. In the best cases, pupils have an accurate understanding of what levels they are at and about how they need to improve. They are given pointers to help them with their next piece of work and this is cross-checked to make sure they act upon the advice given. This is all helping to make up on lost ground from the past. For example, in a Year 5 class pupils talked with confidence about the level they were working at and could say what their targets for improvement were. They had

been involved in the decision-making process and could see what they needed to do next. In contrast, in a lower junior class the targets were present in books but pupils were confused about them and were not sure what they meant. There had been very little follow-up. Different groups of pupils are progressing at different rates although more pupils are now making the progress they should. There are fewer pupils showing deterioration in their attainment and, where this is happening, more robust assessment is ensuring their needs are targeted.

Pupils with special educational needs and/or disabilities are making similar levels of progress to others but not significantly better in spite of the very high levels of support they receive. Pupils in the 'River Centre', (the specialist support unit) are making the progress expected and are being better prepared for life in mainstream education.

Children in the Early Years Foundation Stage have settled well and have built up good routines. Play opportunities outside are limited which restricts opportunities for them to learn more effectively through play. Nevertheless, they are making a suitable start to their education.

### Judgement

Progress since the last section 5 inspection on the areas for improvement:

- Raise attainment and strengthen progress, especially in reading, writing and mathematics – *satisfactory*

### **Other relevant pupil outcomes**

Discussions with pupils, parents and carers and staff indicate that pupils' behaviour has improved significantly since the start of this academic year. This is supported by evidence from this visit. In almost all lessons behaviour was at least good and, when pupils are fully motivated by what they are learning, behaviour is exemplary. In one class, building up pupils' own descriptive poems, it was possible to hear a pin drop and, when one poem was read out, there was a round of spontaneous applause for the teacher. This is not always the case, however, and when teaching does not enthral pupils, they quickly go 'off task', fidget and call out. Again, the quality of classroom behaviour is closely linked to the quality of teaching. More widely, pupils can be polite, respectful and have good attitudes to learning but this is not intrinsic among all. Consequently, starting this term the school is aiming to build better self-esteem, confidence and respect through a programme of creative projects and assemblies.

Attendance still remains an issue. It is well below the national average and systems to follow up long-term absence, while in place, are not as rigorous as they could be.

As a result, senior staff are actively working on tightening up procedures and ensuring that outside agencies are more closely involved.

### **The effectiveness of provision**

Daily lesson planning shows improvement. It identifies what will be learnt and how. It is often linked to assessment information so that different ability groups are identified. It is the delivery of this planning where there is inconsistency and, hence, where underachievement continues. For example, in one lesson, although written in the planning, there were very few different and challenging tasks even though the spread of pupils' ability was extremely wide. Consequently, some more-able pupils quickly finished the tasks while others struggled to identify the issues. The considerable support for relatively weaker teachers has been effective and, in most lessons, the pace of learning is beginning to improve. In most classes, behaviour management is secure and pupils work well in small groups or on their own. In some, notably in lower Key Stage 2, management is not as strong. As a result, time is wasted and pupils are not making the rapid progress they need to in order to overcome past underachievement. Accountability for pupils' progress has moved more closely to the class teachers, who have responded positively. Pupil progress meetings have become regular and the targets set for each class are highly aspirational.

The high concentration on improving the core subjects of English and mathematics has meant that the wider curriculum has yet to be enhanced with more relevant and exciting opportunities. While all National Curriculum subjects are taught and there are some additional activities within music, physical education and art, many of these are at an early stage of development.

### **The effectiveness of leadership and management**

Soon after her appointment, the acting headteacher made an effective and successful start at rebuilding confidence in staff, pupils, parents and carers. The relationship issues mentioned in the previous report have disappeared. Parents and carers speak highly of how there have been noticeable changes in the attitudes of staff. One mentioned that her son's classteacher had gained a 'new lease of life'. In addition to this confidence building there have also been effective professional development programmes that have strengthened some, but not all, teachers' skills. Nevertheless, weaker teaching is beginning to be eliminated so that pupils' progress is more consistent. The acting headteacher and consultant headteacher provide strong complementary skills that are enabling a highly strategic development plan to be drawn up. This action plan has clear time targets for completion, review and success. This is involving other senior staff whose roles and responsibilities are now valued. For example, assessment procedures have been strengthened and

information passed on to teachers enabling them to have knowledge about any legacy of underachievement. There are suitable safeguarding and well-tested child protection procedures which ensure pupils are safe.

The role of governors has significantly improved. They are realistic about what still needs to be done and have reacted positively to the regular reports they are provided with. They have also been proactive in developing some committees that will focus on aspects such as a revised and updated curriculum. They regularly discuss the quality of teaching and learning and have a good overview of where the school's strengths and weaknesses lie.

Finance at the school provides some challenges. With the historical budget provided for the fluctuating numbers on roll, finance is secure in the short term but this is not sustainable over the medium or longer term. The school is heavily overstuffed. The governing body and senior leadership team are fully aware of the implications and are starting the process of evaluating the cost-effectiveness of small classes and high numbers of support staff. For example, in some lessons where teaching is not strong, high numbers of support staff are not deployed well enough or their expertise used to best effect. Equally, the school has identified that some small group work is not raising pupils' progress either rapidly or well enough.

Work to develop better structures for pupils to develop their cultural understanding is at a very early stage of development. An audit has been completed and the school is now in the process of drawing up plans to provide a balanced programme of activities so that pupils can appreciate the diversity of society locally, nationally and internationally.

### Judgement

Progress since the last section 5 inspection on the areas for improvement:

- Develop leadership throughout the school – *satisfactory*
- Develop and implement appropriate actions to promote community cohesion and strengthen pupils' cultural development – *satisfactory*

### **External support**

The initial action plan drawn up by the local authority identifies the correct priorities and a suitable timescale within which the school will be removed from special measures. It fully meets Ofsted requirements and at present, the timescales are being fulfilled. There has been good support from the local authority who acted quickly to stem any further deterioration in the quality of education. It has been able to provide professional development programmes and visits to schools for teachers

to experience 'best practice'. It has been realistic in the quantity of support so that teachers, in particular, do not feel bombarded or overloaded by a raft of initiatives. The local authority also provided practical day-to-day support through the appointment of experts to the leadership team (a local leader of education), an advanced skills governor and through regular visits by the School Improvement Partner (SIP). It also holds regular review meetings to check the effectiveness of support and ensure there is no slippage in the timescales.