

Lorraine School

Inspection report

Unique reference number	125006
Local authority	Surrey
Inspection number	381023
Inspection dates	11–12 January 2012
Lead inspector	Eileen Chadwick

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 sections 49 and 50 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Margaret Bates
Headteacher	Janet Du Cros
Date of previous school inspection	9 December 2008
School address	Highland Road Camberley Surrey GU15 4EX
Telephone number	01276 65649
Fax number	01276 65649
Email address	info@lorraine.surrey.sch.uk

Registered childcare provision	Lorraine Nursery
Number of children on roll in the registered childcare provision	14
Date of last inspection of registered childcare provision	13 May 2010

Age group	3–7
Inspection date(s)	11–12 January 2012
Inspection number	381023



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Eileen Chadwick

Additional inspector

This inspection was carried out with two days' notice. The inspector spent five hours observing teaching, which included visiting 11 lessons and observing four teachers. The inspector heard pupils read in Years 1 and 2 and held meetings with pupils. Meetings were also held with governors and staff. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including policies, the school improvement plan, pupils' work and records of their learning and progress. The inspector analysed 40 completed questionnaires from parents and carers.

Information about the school

This small infant school has a nursery which is managed by the governing body. While most pupils are White British, an above average proportion are from minority ethnic backgrounds with the largest group of Eastern European heritage. Few pupils are at early stages of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is higher than average. The percentage of disabled pupils and those identified with special educational needs is below average. The majority of these pupils have communication and/or emotional and behavioural difficulties. The proportion at school action plus or with statements of educational needs (higher forms of need) is above average. The Early Years Foundation Stage children are taught in the Nursery and Reception classes.

The school is federated with a nearby infant school and children's centre. All share a headteacher and governing body and both schools share a senior leadership team. The executive headteacher took up post in September 2010 and two teachers were appointed within the last two terms. The deputy headteacher is on long-term absence for this academic year.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils achieve well in the basic skills and thrive in their personal development. This is because children settle very well in Nursery and Reception and get off to a good start. They make good progress and this continues so that by Year 2, pupils’ attainment is above average in reading, writing and mathematics.
- Disabled pupils and those with special educational needs are well supported because of the extra help they receive.
- Teaching is good overall. Strong teaching of reading, including phonics (knowledge of letters and their sounds), enables pupils to make particularly good progress in reading. However, when demonstrating writing, teachers do not consistently involve pupils in helping them to spell words. A few lesson introductions are overlong and pupils become a little restless. Occasionally, pupils call out answers instead of waiting their turn.
- Pupils’ behaviour is good overall. The few pupils who join the school with challenging behaviour are well managed and supported and outbursts of bad behaviour are unusual as they learn to adapt to school. Pupils are very well cared for and are kept and feel very safe. They come to love learning. Attendance is improving and now average. However, a few parents and carers do not appreciate the detrimental effect of taking time out of school for non-urgent appointments and occasional days away.
- The headteacher provides strong leadership and is well supported by the senior leadership team. Good partnerships within the federation broaden the curriculum and pupils’ learning and social experiences.

What does the school need to do to improve further?

- Build on current good teaching and pupils’ good learning and progress by July 2012, by:
 - ensuring pupils are always given good opportunities to apply their phonics skills to spell words during writing lessons

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

- ensuring lesson introductions are not overlong so pupils maintain their concentration
- developing consistent teaching approaches for developing pupils' listening skills.
- Improve attendance by July 2012, by:
 - working closely with families to ensure they appreciate the impact of regular attendance on their children's future.
- By July 2012, develop assessment tracking systems in Nursery so that full impact of provision on children's progress can be more readily evaluated across the Early Years Foundation Stage.

Main report

Achievement of pupils

Attainment is rising and pupils achieve well. On entry to the Early Years Foundation Stage, children's starting points are below age-related expectations, especially in communication, language and literacy. Good progress throughout Nursery and Reception lifts children's attainment. On entry to Year 1, pupils' attainment is broadly average although a few still have limited speaking and literacy skills. Continuing good progress in Key Stage 1 leads to pupils' above average attainment in reading, writing and mathematics. The strong emphasis given to developing pupils' communication skills throughout the school is an important foundation for all their learning. By Year 2, most pupils speak clearly and can explain their ideas confidently. Listening skills develop well in Year 2 but, in Reception and Year 1, pupils do not always listen as carefully as they should when working in larger groups.

Pupils make good progress in phonics (the sounds letters make) and in applying these skills to reading. In lessons observed, it was evident that by Year 2, the majority read confidently and fluently and enjoy factual and fictional books and write neatly for a range of purposes. However, occasionally in Years 1 and 2, pupils' progress slows in writing when they are not given enough opportunities to spell out words for themselves. By Year 2, pupils say they 'love mathematics' and their interest and competence is developed from the earliest age. In Nursery and Reception, staff seize opportunities to develop children's problem solving, reasoning and numeracy skills during purposeful play, for example when encouraging children to count balls when investigating how balls roll down slopes.

Disabled pupils and those with special educational needs make good progress, and small group work for pupils who struggle in English and mathematics contributes to their good achievement. Lower-attaining pupils achieve well through very regular individual reading practice in school. Rigorous assessment of pupils' attainment and progress and intervention procedures ensure that girls, boys and pupils from different minority backgrounds, including those with limited English, achieve well. By Year 2, attainment for all groups is at least in line with that found nationally. The

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

vast majority of parents and carers agree that their children make good progress and say they would recommend this school to other parents.

Quality of teaching

Teaching is good overall. Strong relationships and high expectations provide a very positive framework for learning. Good curriculum planning ensures there is a secure build up of pupils' speaking, literacy and numeracy skills over time and during each lesson. The curriculum and teaching promote pupils' good spiritual, moral, social and cultural development and enable pupils to develop a sense of wonder and curiosity, for example in science and new technology. Teaching capitalises on pupils' interests and practical learning opportunities underpin academic learning. Throughout the school, information and communication technology is used well to help pupils learn. Assessment is accurate and used to plan well-matched work. However, occasionally, overlong lesson introductions cause pupils to lose concentration. The overwhelming majority of parents agree that pupils are taught well.

In Nursery and Reception, there is a strong focus on developing children's curiosity, observation, speaking skills and practical enquiry through well-planned activities indoors and outside. In the Nursery, weekly themes interest the children and develop their understanding and skills across the areas of learning. Interesting activities support language, knowledge and understanding of the world and personal development. For example, during the windy weather, children delightedly showed their understanding of wind when, as a large group, they pushed the parachute up and down to show the force of the wind. Role play is well developed in both Nursery and Reception and adults usually intervene well to support children in their learning, for example when reception children prepare meals with toy food in their 'cafe'. However, in Nursery and Reception, a few opportunities are missed for children to dress as different characters. Teachers ensure that there is a good balance between adult-directed and child-initiated activities, enabling children's independent enquiry skills to develop systematically.

In Years 1 and 2, drama and role play support academic learning and bring it to life. In a good English lesson in Year 2, the good teaching enabled pupils to gain a good understanding of the traditional tale, *The Tiger's Child*. Skilful questioning enabled pupils to consider the feelings of the tiger cub when planning their own story about a tiger cub. The very steady build up of basic reading and writing skills over time gives pupils the skills to tackle their own stories. Working in ability groups for phonics enables pupils needing extra challenge to work at higher levels and those who struggle to be taught with smaller learning steps. However, occasionally, when modelling writing, staff do not involve pupils enough in spelling out new words. Skilful teaching in Year 2 enables pupils to successfully learn by listening and watching as well as by finding out for themselves.

Teaching assistants provide a significant contribution to pupils' learning, including for disabled pupils and those with special educational needs and those with limited English. Marking of pupils' work is regular and verbal feedback informs pupils how

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

they can improve. Uniform systems for written feedback to pupils are a current focus and steadily improving.

Behaviour and safety of pupils

Pupils' behaviour is good overall. Pupils of all backgrounds work and play together in harmony and they are friendly and polite. Children in the Early Years Foundation Stage learn to take some responsibility for managing their own learning, often sustaining concentration well when working and playing individually and in small groups. By Year 2, pupils are attentive and behave well when working in large and smaller groups and have learned to take some responsibility for their own learning; for example, when Year 2 pupils used computers to research texts relating to their 'Fire of London' topic. Pupils' well-established understanding of right from wrong is developed well through staff's consistent approach to behaviour management. Parents agree that there is a good standard of behaviour, although a few expressed concern that a few pupils occasionally interrupt the learning of others. The inspection finds that the incidence of poor behaviour is unusual. It is very rare by Year 2 because pupils with emotional and behavioural difficulties are helped very well and have learned to adjust to school. However, in some classes younger pupils occasionally do not always listen to others as well as they should and do not wait their turn before answering questions. Pupils enjoy the playground and say they feel and know how to keep themselves safe. They say there is no bullying and say they trust adults to deal with any boisterous behaviour that occasionally occurs.

Pupils are punctual and attendance is strongly improving and now average. However, a few pupils do not attend school as regularly as they should because their parents keep their children away for too many odd days.

Leadership and management

The headteacher's drive and commitment are fully shared by staff and governors. There are clear systems and structures for managing the school, and senior leaders across the federated schools work closely together to maintain, improve and check provision. Shared expertise across the federation has secured good leadership during the longer-term absence of a senior leader. Staff changes have halted the role of some middle leaders in working across the federation although this is now being redressed. The curriculum is good and pupils' spiritual, moral, social and cultural development is good. Teachers across the federation work together in year groups, including for planning, which widens the staff's expertise. The thorough tracking systems from Reception to Year 2 for measuring pupils' attainment and progress involve all teaching staff. In Nursery, there is not yet a uniform tracking system which feeds into Reception. Governors have a good impact on the strategic management of the school as well as the federation, and support and challenge in equal measure. Strengthened procedures for improving attendance and close working with the family support worker from the children's centre are improving pupils' attendance. Safeguarding arrangements are good. These are prioritised and firmly established in policies, working practices and the ethos of the school. This is

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

affirmed by the high degree of endorsement from parents in the questionnaires returned.

The school has improved well since its previous inspection and attainment, the curriculum and teaching are better. The school is vigilant in tackling discrimination and promotes equality of opportunity well. Its self-evaluation is accurate and recognises that further work is required to develop the consistency of pupils' good listening skills. The school has a good capacity to continue to improve.

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 Early Years Foundation Stage delivered in the registered childcare provision

The overall effectiveness of the provision is good. The registered childcare for children aged between two and three years fully complies with registration requirements. Staff are well trained and qualified and they cater well for children’s individual learning needs. Children settle quickly into the Nursery because of the careful induction processes and close links with families through the children’s centre.

Children are very happy, behave well and make good progress in their learning and development as a result of good planning, teaching and learning. From the start, there is a strong focus on developing children’s curiosity, observation and speaking skills through practical enquiry. A good range of activities, including toys, equipment and play resources, awaken children’s interest and curiosity across all areas. Children particularly enjoy exploring the ‘sand house’ in the outdoor area and constructing small models. They often join in with the older nursery children, for example, when moving the large parachute to show ‘very windy’ weather. Skilled staff promote children’s language, communication and thinking skills and develop their interest in stories particularly well. Children make good progress in developing healthy lifestyles through discussing their healthy fruit snacks with staff and, as a matter of routine, wash their hands before eating and after using the toilet.

All statutory requirements are met. The strong emphasis on care and safeguarding means the children are kept and feel very safe and secure. Children in the nursery lunch club are very well cared for. They have worthwhile activities and enjoy healthy lunches. All key issues from the previous inspection and those from the actions raised during a monitoring visit have been met. Leadership and management are good. The assessment of individual attainment and progress is very thorough. However, the lack of a uniform tracking system across Nursery to Reception is limiting more robust self-evaluation.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	2

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).

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.



13 January 2012

Dear Children

Inspection of Lorraine School, Camberley GU15 4EX

Thank you very much for the friendly welcome you gave me when I visited your school. I really enjoyed talking with you and finding out about the interesting things you do.

Firstly, you need to know your school is a good one. Here are some of the many things your school does well.

- You make good progress and reach above average levels in reading, writing and mathematics by the time you leave for the juniors.
- Those of you in Nursery and Reception get off to a good start and enjoy all of the activities.
- You help to make your school a very friendly place because you are polite, helpful and behave well.
- You have many interesting opportunities for using computers, and you told me how you were enjoying your 'Fire of London' topic.
- Your headteacher leads you all really well and all the staff and governors think very carefully about what is best for you.
- Staff take very good care of you. You told me you that get extra help if you need it so you can learn new things as quickly as possible and I agree.

This is what we are asking your school to do to improve.

- Make sure all lessons are as good as the best and you always listen to others carefully and do not call out answers in class.
- Make sure you all attend school as often as you should and help your families to realise how important this is for your learning and future.
- Help teachers to check your progress in similar ways in Nursery and Reception.

I hope you will continue to enjoy school and work hard in all your work including making sure you always listen carefully to what others have to say.

Yours sincerely

Eileen Chadwick
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**