

Lainesmead Primary School

South View Avenue, Swindon, Wiltshire, SN3 1EA

Inspection dates 9–10 October 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The standard of pupils' writing is too low.
- Pupils' progress in writing is too slow to enable them to reach expected levels by the time they leave in Year 6.
- Teachers do not talk to pupils enough about their work to help the pupils understand what they need to do to improve.
- The development of pupils' skills in all subjects is not tracked well enough.
- The quality of presentation and spelling in pupils' writing is not good enough.
- Children in the Early Years Foundation Stage are too reliant on adults. They are not given enough opportunities to choose their learning activities.
- Adults in the Reception classes do not use questioning well enough to increase children's understanding or to develop their learning.

The school has the following strengths

- The headteacher has successfully distributed leadership. Training for senior and middle leaders is effective.
- The governing body has a good understanding of the strengths and weaknesses of the school. It provides effective challenge and support.
- Pupils' progress in reading and mathematics across the school has improved.
- Relationships between adults and pupils are good. Pupils feel safe, behave well and are polite and courteous.
- Partnerships to support learning are good. The school has the confidence of parents and carers.
- Staff work well as a team. They are eager to improve their own practice and use coaching and mentoring well to support colleagues.

Information about this inspection

- The inspectors observed teaching in all classes. They observed 23 lessons, taught by 13 teachers of which four were observed jointly with either the headteacher or the deputy headteacher. A Key Stage 1 assembly was observed. In addition, the inspectors carried out a curriculum learning walk and a behaviour and safety learning walk.
- Meetings were held with pupils, the Chair and Vice-Chair of the Governing Body, the headteacher, the deputy headteacher, the inclusion manager, the English and mathematics subject leaders, the Early Years Foundation Stage leader, the reading recovery teacher and the school counsellor. The lead inspector had a meeting with a representative of the local authority.
- The inspectors observed the school's work, heard pupils read and scrutinised their work from the current year and from last year.
- Inspectors looked at a number of documents including strategic plans, safeguarding arrangements, planning and monitoring documentation, records relating to behaviour and attendance, minutes of the governing body's meetings, assessment data and curriculum plans.
- The views of parents and carers were taken into account through consideration of the responses from 50 out of the school's 259 families to the on-line Parent View survey and informal discussions with parents and carers.
- Staff views were taken into consideration through scrutiny of questionnaires completed by 37 staff members.

Inspection team

Ann Henderson, Lead inspector

Her Majesty's Inspector

Robert Arnold

Additional inspector

Gail Robertson

Additional inspector

Full report

Information about this school

- This is a much larger than average-sized primary school with 13 classes. There are two Reception classes and pupils in Years 1 to 3 are taught in single age-range classes. Some pupils in Years 4 to 6 are taught in mixed-age classes.
- There is a breakfast club which is managed by the governing body.
- A higher-than-average proportion of pupils join and leave the school other than at the usual times.
- The large majority of pupils are of White British heritage; an increasing proportion comes from minority ethnic backgrounds. About 25% of pupils speak English as an additional language or are at the early stages of speaking English when they join the school.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is well above average. The proportion of pupils supported through school action plus and those pupils who have a statement of special educational needs is average.
- The proportion of pupils eligible for the pupil premium funding, which provides additional government funding for pupils in local authority care and those known to be eligible for free school meals, is above the national average.
- The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress.
- An after-school club, which provides activities for pupils at the end of the school day is managed by a private company and was not part of this inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress in writing by:
 - providing more opportunities for pupils to write at length and develop their concentration when writing
 - improving the presentation of pupils' written work and teaching pupils to spell correctly and develop a consistent handwriting style.
- Improve the quality of teaching to increase the rate of pupils' progress so that pupils reach the expected standards for their age by:
 - raising teachers' expectations of what pupils can achieve, so that pupils set their goals to achieve higher standards in lessons
 - involving pupils in checking their own progress, providing more details of the next steps pupils need to take and include in their work to enable them to be more readily involved in checking their own progress
 - ensuring teachers check the development of skills across the curriculum
 - increasing the effectiveness of the monitoring of teaching to ensure areas identified for improvement are addressed.
- Increase the opportunities for children in the Early Years Foundation Stage to develop independence in learning by:
 - providing more opportunities for children to choose their own activities
 - making greater use of the indoor and outdoor learning areas to develop skills across all areas of learning
 - ensuring adults check children's understanding during activities they initiate themselves and

use careful questioning to probe children's understanding more deeply.

Inspection judgements

The achievement of pupils

requires improvement

- Children's skills on entry to Reception are well below those expected for their age. Children are not given enough opportunities to explore their own interests. There is too much direction from adults and this restricts their imagination and creativity.
- The school has successfully improved standards in reading and mathematics. In 2012, the school's own data show that, in mathematics, pupils achieved as well as pupils nationally. In particular, there was a higher proportion of pupils in the school achieving the higher level in mathematics by the end of Year 6.
- The school has rightly focused on improving pupils' reading skills. It has implemented a range of approaches to improve standards in reading. As a result, pupils' progress in reading has improved. By the end of Year 6, pupils reach broadly expected levels in reading.
- The reading programme to support the lower achieving pupils in Year 1 and Year 2 has been particularly successful. Those pupils eligible for this programme develop reading skills quickly, enabling them to catch up to the correct level of reading for their age by the end of Year 2.
- The recent implementation of a more structured approach to the teaching of phonics (the sounds letters make) benefits younger pupils. Although older pupils are positive about reading, some lower-ability pupils lack the necessary skills to tackle unfamiliar words.
- In writing, pupils do not make enough progress each year. From very low starting points, the progress they make does not enable them to reach a good enough standard in their writing by the time they leave the school. There are few opportunities for pupils to write at length and practise their literacy skills.
- The school has recently implemented a new handwriting programme which supports the youngest pupils to develop good letter formation and spelling patterns. However, the presentation of most pupils' writing and the quality of spelling is not good enough.
- Pupils who are disabled, those with special educational needs and those accessing additional government funding to support their learning make similar progress to their peers. This shows that the school successfully promotes equality of opportunity and tackles discrimination for all pupils.

The quality of teaching

requires improvement

- Most parents and carers who responded to the online questionnaire agree that their children are well taught and they receive appropriate homework.
- Teaching has improved. However, in order to redress the impact that weaker teaching has had over time further improvement is required.
- The proportion of good or better lessons is increasing. During the inspection, much of the teaching observed was good and some was outstanding. Teachers help pupils to catch up. However, there are still gaps in their knowledge and understanding and the progress pupils make is not consistently good enough.
- Lessons are generally well paced, with activities appropriately matched to meet the learning needs of all pupils. Teachers and teaching assistants work well with groups of pupils to extend their thinking and develop their understanding. In some lessons, the activities provided for groups of pupils working independently are not monitored carefully enough.
- Much of the learning taking place in the Reception classes is too adult-led, limiting the opportunities for children to explore for themselves and discover new experiences. Children do not routinely access learning outdoors.
- There have been significant improvements in the quality of marking and the advice given to pupils on how to improve their work. Nevertheless, pupils say they would like to be more involved in setting their own targets and understanding how they can reach the next level and aim even higher.
- Enthusiastic and confident teachers usually plan lessons to motivate and actively involve pupils

in their learning. For example, in a Year 1 class, the teacher, dressed as a witch, with the Sorcerer's Apprentice music playing in the background, generated lively and creative ideas which supported pupils to write instructions to make a potion. Pupils showed a good understanding of the features of instructions and successfully completed the task.

- Pupils' spiritual, moral, social and cultural development is promoted well. They are keen to learn new skills and answer questions readily in class, particularly when teachers provide time for them to discuss their ideas and share their understanding. However, teachers do not effectively monitor the development of skills in all subjects across the curriculum.

The behaviour and safety of pupils are good

- The overwhelming majority of parents and carers who responded to the on-line Parent View survey say their child feels safe in school and all said their child is happy at school.
- The school has been successful in encouraging good behaviour. Pupils behave well in lessons and around the school, including during lunchtimes and in the breakfast club. They have good attitudes to learning and are caring towards one another. One pupil's comment reflected the views of many, 'This is a happy place, we are all friends you know!'
- Attendance has improved and is now broadly average. Pupils are punctual and lessons begin promptly. Pupils enjoy coming to school and say their lessons are fun.
- Pupils have a good understanding of what constitutes different types of bullying and agreed: 'This is a bully free school.' Information delivered through the curriculum, particularly in the personal, social, health and education lessons, ensures pupils' awareness of a range of risks.
- Discussions with pupils revealed that they feel very safe in school and understand how to keep themselves safe on the roads and railways. They are taught how to keep safe when using the internet and modern technologies.

The leadership and management requires improvement

- Leadership is not good because pupils' achievement, particularly in writing, and the quality of teaching require improvement.
- The headteacher has successfully created a well-motivated staff team. Her vision for improvement, through checking on pupils' progress and implementing suitable plans to raise standards, has been shared well and supported by the whole staff team. This has resulted in improvements in pupils' attainment and progress in reading and mathematics.
- Classrooms are bright, lively and welcoming. Teachers have successfully created a positive climate for learning. There is a consistency of approach to behaviour management and in the availability of prompts to support learning.
- Monitoring systems are well established and subject and phase leaders understand their part in holding staff to account for the outcomes through performance management. Teachers are supportive of one another and through coaching and advice, new approaches to support pupils' learning have been developed and are effective.
- Although the headteacher does check on the quality of teaching, the system is insufficiently robust and areas identified for further improvement are not checked to ensure they have been addressed.
- School leaders have improved the curriculum to provide interesting and exciting opportunities for pupils' learning through visits to places of interest, theatre and library visits and inviting visitors to the school to share their expertise. These experiences provide well for pupils' spiritual, moral, social and cultural development.
- The International Primary Curriculum, which was introduced in 2010, supports pupils in developing a range of skills across the curriculum. At present, leaders are not rigorously checking whether pupils' skills are progressing as they should.
- The school provides good support for pupils whose circumstances may make them vulnerable.

The inclusion manager and school counsellor are responsive to the individual needs of these pupils who are at risk of not doing so well and provide additional support and guidance to ensure they are not disadvantaged further.

■ **The governance of the school:**

- The governing body has a good understanding of the most important areas for improvement for the school. Regular focus visits enable governors to check for themselves whether the plans that have been put in place are effective; for example, checking whether the focus on improving mathematics successfully raised achievement. Following this success in 2012, the governing body is now focusing on raising standards in writing. Safeguarding procedures are robust and the welfare and safety of staff and pupils are given high priority. Professional development is planned and linked to the targets which are set to improve the performance of the headteacher and the staff. The use of pupil premium funding is well planned, but the impact of the strategies which have been put in place has not been measured.
- The school has developed effective partnerships with a group of local schools. They work together well to provide additional learning opportunities for pupils, such as the additional mathematics lessons for more-able pupils, the results of which were evident in the improved performance of Year 6 pupils in mathematics in 2012.
- The local authority has provided light touch support for this school.

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	126228
Local authority	Swindon
Inspection number	402387

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	353
Appropriate authority	The governing body
Chair	Sarah Newton
Headteacher	Jeannette Turner
Date of previous school inspection	9–10 February 2010
Telephone number	01793 529106
Fax number	01793 331990
Email address	head@lainesmeadprimary.co.uk

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