

# Laleham CofE VA Primary School

The Broadway, Laleham, Staines, TW18 1SB

**Inspection dates** 12–13 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, including governors, have secured improvements to the school's overall effectiveness, in particular the quality of teaching and the curriculum. These have ensured pupils develop key skills in reading, writing, communication and mathematics across a range of subjects.
- Pupils achieve well. They make good progress from average starting points to reach above average standards in reading, writing and mathematics at the end of Year 6.
- Teaching is typically good. Teachers plan well for different groups in lessons and check carefully to see when pupils need more help or to be given more challenging work.
- The school has made rapid improvements since the previous inspection because senior leaders, including governors, focus accurately on key areas for development and take effective steps to address them.
- Pupils feel safe and enjoy coming to school. This is reflected in above average rates of attendance.
- Relationships are positive. Pupils say that respect and kindness are shown by all.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils have opportunities to think deeply about moral and ethical issues and show a level of understanding beyond their years.

### It is not yet an outstanding school because:

- There is not enough outstanding teaching to ensure that pupils make rapid and sustained progress across all year groups.
- Pupils are not always confident working independently. This means that their learning slows, in writing sometimes for example, when they are expected to work on their own.
- Pupils are not given enough opportunity to respond to the helpful comments teachers make in their books.
- Middle leaders (those often responsible for age groups or subjects) do not have enough impact on the quality of teaching because they do not conduct lesson observations and use their expertise to guide others.

## Information about this inspection

- Inspectors observed 19 lessons, including the teaching of phonics (letter patterns and the sounds they represent), guided reading and writing. Four of these observations were conducted jointly with senior leaders. All full-time members of staff were observed.
- The inspection team looked at pupils' work in lessons, work they have completed over time in their books and examples of their work on display around the school. Inspectors also spoke to pupils about their learning, looked at teachers' planning, considered the role of additional adults in lessons and listened to pupils read.
- Meetings were held with staff, pupils and representatives from the diocese, the local authority and the governing body. Pupils were observed at play and during lunch, and informal discussions were held at these times.
- The 55 responses to the Ofsted online Parent View survey were taken into account as well as the views of parents and carers gleaned through informal discussions over the course of the inspection. Thirty two questionnaires completed by staff were also considered.
- A range of documents was scrutinised including those relating to safeguarding, child protection and behaviour, minutes of governing body meetings, the schools' checks on how well it is performing, the checks on the quality of teaching, development planning and attendance figures.

## Inspection team

Jeanie Jovanova, Lead inspector	Additional Inspector
Keith Homewood	Additional Inspector
Lily Evans	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average size primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for children in local authority care, pupils known to be eligible for free school meals and children from service families) is much smaller than average. Currently there are no looked after children or children from service families on the school roll.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly lower than average. The proportion supported through school action plus or with a statement of special educational needs is also just below the national average.
- Most pupils are from White British backgrounds. A range of minority ethnic groups is represented in smaller numbers. Very few pupils speak English as an additional language, with almost none at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher started in September 2013.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils make rapid and sustained progress across all year groups by:
  - developing pupils' ability and confidence to work independently without having to rely on further explanation by the teacher
  - ensuring pupils have time to respond to the helpful comments teachers have written when marking their books.
- Ensure that middle leaders play a greater part in improving the quality of teaching by conducting lesson observations across a range of subjects and providing teachers with helpful and accurate feedback, particularly in ensuring pupils' writing is of the highest quality.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills and knowledge that vary, but which are usually typical of four year olds. Occasionally, children start school with weak speech and language skills. Staff have worked with external advisers to ensure they plan well to meet children's needs and check children's progress carefully. These key improvements have resulted in a rise in the proportion leaving Reception at a good level of development so that it is now higher than average.
- Building on their knowledge of phonics acquired across Key Stage 1, pupils develop high-quality reading skills because they are required to read in depth about the topics they study. Their level of understanding is clear to see as they apply their knowledge to write authoritatively about a range of issues. For example, pupils in Year 4 have written diary entries as if they were present at the discovery of Tutankhamun's tomb. Their accounts are authentic and convincing because they have researched this event so well.
- Pupils continue to make good progress so that, by the time they leave Year 6, they reach above average standards in reading, writing and mathematics. Many more pupils than average reach the higher levels in reading and mathematics. Attainment has risen to good levels since the previous inspection. However, it is not outstanding because fewer pupils make rapid progress in writing than in reading and mathematics.
- Disabled pupils and those with special educational needs achieve well because they are very well supported by skilled teaching assistants. Small-group work is carefully planned so that it plugs gaps in their learning and allows them to make good progress.
- Pupils for whom the school receives the pupil premium achieve very well. Gaps in attainment are narrowed during their time at the school. Consequently, by the end of Year 6, the gaps in mathematics and reading are less than two terms behind others; this is a term less than the national gap. The gaps in writing and grammar, spelling and punctuation have been eradicated, with pupil premium pupils attaining the same high levels as other groups in school. This means they are over a term ahead of all pupils nationally.
- Pupils from all groups do equally well, including those from ethnic minorities, those who speak English as an additional language and the most able. This is because the school is committed to equality of opportunity and tackles discrimination exceptionally well.

### The quality of teaching is good

- Teachers plan carefully to meet the needs of pupils at all ability levels. For example, in a Year 5 mathematics lesson, more-able pupils were being challenged with a computer program that required them to produce complex graphs. The needs of pupils who require a greater level of support are equally well met, often by working with highly skilled teaching assistants.
- Teachers exploit links across the curriculum equally well in all year groups and across a range of subjects. There are opportunities to use graphs and tables in science and pupils regularly use computers for research and presentation.
- Teachers continually check pupils' grasp of key concepts as lessons proceed. Using questioning skilfully to establish how much pupils understand, teachers tackle any misconceptions quickly so that learning is not hampered by lack of clarity.
- Pupils apply themselves well to tasks. However, there are occasions when they do not have the confidence to begin to work until they have spoken to the teacher irrespective of the quality of explanations given earlier in the lesson. This means that they are slow to get started, such as when writing or when they are set independent work, which prevents their progress being more rapid.
- Teachers mark pupils' books regularly. They ensure that work completed is cross-referenced to pupils' targets so that pupils know how well they are doing and what they need to do next to

improve. Teachers add well-judged comments to pupils' work indicating next steps in learning. However, these do not have as much impact as they could because pupils are not always given time to respond to them.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons is good. Pupils listen carefully to teachers' instructions and work with good levels of concentration. Many are keen to learn and are very thoughtful in the many lessons that require them to empathise with others less fortunate than themselves. For example, work on what it must have felt like to be a Jewish child during the Second World War showed high levels of maturity.
- Pupils enjoy coming to school. They arrive in good time in the mornings and attend regularly, reflecting attendance rates which are high compared to national figures.
- Pupils behave well in and around the school. Playtimes are harmonious because pupils all treat each other with respect, get along well together and enjoy the range of resources and equipment they have at their disposal. Lunchtimes are well organised and at key times in the day, such as when lining up to go back into class after play, pupils respond quickly and are well behaved.
- Pupils are aware of different forms of bullying and are very clear that bullying is repeated and intentional. They say that it rarely happens and feel confident that teachers would act upon any allegations swiftly and fairly.
- Pupils feel safe and the overwhelming majority of parents and carers who completed the Parent View online survey agree that their child feels safe and that behaviour is good. Pupils understand how to keep themselves safe. For example, they know that you must on no account give out your personal details online to anyone you do not know.
- Behaviour is not outstanding because some pupils do not always have the confidence to work well independently. This slows their progress and shows that they do not yet have exemplary attitudes to learning.

### **The leadership and management** are good

- Governors and senior leaders are ambitious for the school. This is what has driven recent improvements and provides the impetus to continue and aim for excellence.
- The new headteacher has quickly grasped the relative strengths and weaknesses of the school. He has worked well with others to continue the focus on improvement started by the acting headteacher and this is proving effective in ensuring pupils' good learning continues.
- The performance of teachers is managed effectively. Regular checks are made on the quality of teaching by senior leaders, and the feedback given is helpful in ensuring teachers know what to do to improve their practice. A range of training opportunities is offered and this is effective in ensuring teachers' development needs are met in the most appropriate ways.
- Middle leaders scrutinise planning and work in books to identify weaknesses, but they do not observe lessons. This reduces their ability to provide teachers with helpful feedback which would enhance the quality of teaching even further.
- Leaders are using the sports funding well. Increasing the types of sports offered at lunchtime and after-school clubs has increased participation; those pupils who had not been attracted by what was originally on offer have now found something to interest them. Training has been offered to pupils particularly talented in sports so that they can lead playground games to increase activity levels at playtime. High-quality training will be available to teachers so that the calibre of physical education lessons improves further.
- Impressive changes have been made to the curriculum since the previous inspection. For example, pupils now have ample opportunity to write across a range of subjects, from depictions of the nativity in lessons merging art and religious education to letters from evacuees in the

Second World War. This is one of the major reasons that standards in writing are rising.

- Pupils' spiritual, moral, social and cultural development is well promoted through various aspects of school life. Assemblies, judicious use of texts and artefacts, exposure to exquisite examples of art, literature and music, visits to places of cultural importance and religious significance all broaden pupils' horizons and create moments of awe and wonder.
- The local authority has supported the school in a range of ways and therefore contributed effectively to the improvements. The local authority correctly judges the school to be good and has decreased its level of support accordingly.
- The diocese has also played an important role in supporting the school to improve. As with the local authority, the level of support has now reduced in recognition of the school's capacity to drive its own improvements.
- **The governance of the school:**
  - Governors are effective. They know the school well and understand how it performs compared to similar schools nationally. They are adept at analysing information on pupils' academic performance. Governors keep up to date with current issues in a range of ways and check their own performance to see where specific training is needed. Governors have presided over the improvements since the previous inspection by offering both support for and challenge to leaders. They know that teachers must meet their targets in order to receive a pay rise. Governors support leaders in managing these pay negotiations, especially where pay rises are not being given because performance is not good enough. Governors understand how this approach contributes to improvements in the quality of teaching. They keep a close eye on spending and demand value for money. For example, they know that pupil premium funding is used to provide key staffing which results in good achievement for eligible pupils. Governors also support the use of the sports funding to increase pupils' physical well-being. Governors ensure all safeguarding requirements are well met.

## 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

<b>Unique reference number</b>	125229
<b>Local authority</b>	Surrey
<b>Inspection number</b>	429536

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catherine Batt
<b>Headteacher</b>	Neil Meehan
<b>Date of previous school inspection</b>	21–22 March 2012
<b>Telephone number</b>	01784 453556
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