

Lorraine School

Highland Road, Camberley, GU15 4EX

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- Leadership and management are good. Leaders, managers and governors are having a positive impact on developing teaching and improving pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is supported effectively, enabling them to understand the part they can play in modern Britain.
- Pupils' behaviour is good. They are enthusiastic about learning and show respect and tolerance for others.
- Pupils feel safe at school and know how to stay safe.
- Teaching is good because teachers are kind and encouraging and provide pupils with interesting work.
- Pupils of all abilities achieve well in reading, writing and mathematics from their differing starting points.
- Pupils are confident speakers and are good at listening to others.
- Children learn quickly in the early years provision. They gain confidence and are particularly good at speaking and listening.

It is not yet an outstanding school because

- Teachers and teaching assistants are not consistently challenging pupils to do their best writing. They do not always provide them with clear enough guidance on how to improve next time.
- Pupils do less well in writing than in reading and mathematics. Pupils in Year 1 do not all form their letters correctly.
- Middle leaders and governors do not check up on how well groups of pupils are doing rigorously enough, in order that any dips in achievement are tackled even more quickly.

Information about this inspection

- The inspector observed teaching and learning in eight lessons, all jointly with the headteacher or deputy headteacher.
- Meetings were held with leaders, teachers, pupils, the local authority and members of the governing body.
- There were insufficient responses to the online survey 'Parent View' to be able to take these into account. The inspector held informal discussions with a number of parents.
- The inspector considered the views expressed in the survey responses from 10 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. The inspector also looked at the school development plan, and records relating to behaviour, attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Full report

Information about this school

- Lorraine School is much smaller than the average-sized infant school.
- There is one full-time Reception class in the early years provision.
- The private nursery sharing the premises is run by the same governing body but is inspected separately.
- The large majority of pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium is above average. This is additional funding for disadvantaged pupils known to be eligible for free school meals and children who are looked after.
- The proportion of disabled pupils and those who have special educational needs is broadly average. These pupils are not evenly distributed across the school.
- There have been several changes in teaching staff since the previous inspection and some teachers are on temporary appointments to cover long-term staff absences. The new executive headteacher joined the school in January 2015.
- The school has been part of a federation of two schools since September 2008 and there is a shared executive headteacher and governing body.

What does the school need to do to improve further?

- Increase pupils' achievement, particularly in writing, by:
 - ensuring that teachers and teaching assistants consistently provide the right level of challenge for the various ability groups they are supporting
 - providing clearer guidance for pupils on how they should improve their work
 - supporting pupils in Year 1 in forming their letters correctly.
- Develop the roles of middle leaders and governors in checking up on how well groups of pupils are doing so that any dips in achievement can be tackled as soon as they arise.

Inspection judgements

The leadership and management are good

- The effective senior leadership team has quickly established a shared vision for the future of the school and a strong climate where good behaviour and learning can flourish. They have a good understanding of the school's strengths and remaining areas for improvement. They have the full support of other staff, including those employed on a temporary basis. The changeover of staffing has been managed well so that good relations are fostered and pupils' education continues to be supported well.
 - Arrangements for helping teachers and other members of staff to improve their work are robust and lead to improvements in teaching and pupils' progress. For example, pupils' listening skills have developed well since the previous inspection and the roles of leaders are more clearly defined. Members of staff appreciate the training and support they have received. The roles of teaching assistants have been reviewed and training is helping teachers to make best use of their developing skills and knowledge.
 - Equal opportunities and the discouragement of discrimination of any kind are high on the school's agenda. All groups of pupils are making good progress over time from their starting points.
 - The special funding for disadvantaged pupils is being spent effectively on additional staffing, enabling these pupils to receive specific teaching to help fill any gaps in their skills and knowledge.
 - The additional funding to promote physical education and sport is used successfully. It has been used to extend opportunities for pupils to take part in after-school activities and competitions such as football, gymnastics and tennis. A physical education specialist provides skilful teaching and staff training. For example, during the inspection, pupils in Year 1 extended their knowledge of gymnastics and were especially inspired by the video clips of Olympic gymnasts.
 - The wide and varied curriculum supports good learning and rightly emphasises literacy and numeracy. Spiritual, moral, social and cultural development is promoted very well and supports pupils' considerate behaviour effectively. British values such as tolerance and respect are promoted successfully. Pupils appreciate the need for them to take responsibility seriously and are proud to serve on the school council and to help other children at playtime. These activities prepare the pupils well for life in modern Britain.
 - The local authority has provided effective support during a time of change for the school, enabling it to continue to deliver a good standard of education for its pupils. Close working with other schools in the area and the local church are also good examples of the school's successful partnerships.
 - Parents are positive about the school and typically make comments such as 'It's a lovely school' and 'Pupils are not held back in any way'.
 - The roles of middle leaders are being extended rapidly so that they have a more holistic view of teaching and pupils' progress across the school. There is a wealth of information showing how well pupils are doing but this has not been fully analysed in order that any dips in the progress of groups of pupils are tackled as soon as they arise.
 - Safeguarding arrangements meet statutory requirements. Members of staff are checked for their suitability for working with children and have up-to-date and thorough training in caring for young pupils. There are detailed risk assessments for all activities, including when pupils make visits outside school.
- **The governance of the school:**
- Governors understand the school's strengths and next steps and provide good support and challenge. They know how teaching is being developed and how good it is. They understand how good teaching is to be rewarded, and weaker elements of teaching are being tackled. Governors are clear about the arrangements being made to help teachers to develop and to access further training. They know how well pupils' achievement compares with that at other schools. While there is a wealth of information on how well individual pupils are doing, this information is not evaluated by leaders in order that governors can track the progress of groups of pupils and make sure that dips in progress are tackled straight away.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and friendly and behave well in lessons and at playtimes. Two pupils summed behaviour up by saying, 'Mostly we are good, but not always' and 'behaviour is nine out of ten'.
- Pupils enjoy school and are keen to do well. They listen carefully, work well in small groups and

understand and follow the school rules thoroughly. For example, one pupil in Year 2 reminded his group to 'only speak one at a time'.

- Pupils take pride in their work and come to school smartly dressed and ready to learn. They are particularly keen in mathematics. One pupil spoke for many others by saying, 'We like doing our maths.'
- Parents are pleased that their children enjoy school and behave well. The good relationships between members of staff and the pupils are an important factor in the pupils' good behaviour. Pupils respond positively to the good example set by members of staff and consequently they are respectful and tolerant of the needs of others.
- Rates of attendance are improving at the school and are broadly average this year. Most absences are for genuine illnesses and the school is rigorous in tackling avoidable absences.

Safety

- The school's work to keep pupils safe and secure is good. As one pupil said, 'We feel safe because the teachers are here.'
- There are thorough arrangements for keeping pupils safe. As a result, pupils know how to stay safe and how to avoid potential dangers when, for example, using the internet.
- The pupils are supervised well, including at playtime. Potential risks, such as when a pupil stretched a rope across a pathway, are discussed so that pupils understand why they could be dangerous.
- There is very little unkind or bullying behaviour of any kind. When it occurs, it is dealt with swiftly and to the satisfaction of the pupils. Pupils know to 'tell the teachers' who will 'sort it out'.

The quality of teaching is good

- The strong and caring relationships between the staff and pupils underpin the good teaching and enable pupils to learn quickly. For example, in Year 2, when pupils discussed what Peter Rabbit might have sensed when in Mr McGregor's garden, they followed the teacher's clear lead in how to be a good listener.
- Teachers motivate the pupils by providing interesting activities and use praise to encourage and support them in their work. There is a positive atmosphere in the classrooms and attractive displays are used by the pupils to support their learning. For example, in Year 1, pupils can use displays to check their use of mathematical vocabulary and the various times of the day.
- Teachers and teaching assistants work together well as a team and most work is well judged to move learning forward. Occasionally, work is not adjusted within lessons when it is not quite right for a group of pupils. This is particularly true for pupils' writing.
- Teaching has a positive impact on learning and achievement in reading, literacy and mathematics. In reading, pupils are given good opportunities to develop their skills and to understand what they have read. Phonics (sounds letters represent) lessons provide tasks for differing abilities and the pupils' interest is captured well with the judicious use of games.
- In mathematics, there is clear progression in lessons from mental mathematics with the support of a teacher, to pupils' unaided written calculations. As a result, pupils are able to get on with their work quickly.
- In writing, pupils learn a breadth of skills but are not consistently expected to make use of these in their work. Some pupils in Year 1 do not form their letters correctly and this can slow them down.
- Teachers mark pupils' work frequently and while they often include points for improvement, these are not always sufficiently clear to help pupils know what to do next so that their writing is better next time.

The achievement of pupils is good

- Attainment by the end of Year 2 is broadly average in reading, writing and mathematics. Attainment varies slightly from year to year due to the uneven distribution of disabled pupils and those who have special educational needs.
- Achievement is good over time in all subjects, although pupils do better in reading and mathematics than in writing. In writing, although pupils produce some good work, some pupils in Year 1 do not consistently form their letters correctly. In addition, in both Years 1 and 2, opportunities are missed in some lessons for pupils to extend their writing in quality and quantity. For example, there are occasions when pupils are given a worksheet that only provides enough space for simple captions, when they are willing to write in greater detail and are capable of doing so.

- In the phonics screening check in 2014, boys in Year 1 did not do well enough. This year, pupils are learning phonics much more quickly. A review of provision has ensured that boys are on target to do much better than previously. Pupils use their knowledge of letter sounds to help them to read and spell unfamiliar words. They read with expression and obvious enjoyment and know that to improve, they need to 'practise' and 'sound it out'.
- Pupils tend to do best in mathematics. They enjoy this subject especially. When asked how the school could be improved, one pupil spoke for others by suggesting 'more maths'.
- The most able pupils make good progress, especially in reading and mathematics. They are provided with challenging work in most lessons. In writing, there are occasions, like for other pupils, when they could write in more depth.
- Disabled pupils and those who have special educational needs did not all make enough progress in the past. Leaders have increased the rigour of checking up on how well these pupils are doing and most are having their needs met and are progressing rapidly this year. There are occasions when the work is not adjusted well enough for them within a lesson, and when this happens it is either too hard or not challenging enough.
- Disadvantaged pupils make good progress from their starting points, and gaps in their attainment are small compared with other pupils in the school and nationally. In some year groups where a high proportion are also disabled pupils or have special educational needs, attainment is lower than for other pupils but their progress is still good.
- Pupils are prepared well for the next stage of education. They achieve well in reading, literacy and mathematics and their speaking and listening skills are well developed.

The early years provision

is good

- Most children have skills and abilities that are below those typical for their age when they join the Reception class. They make good progress across all areas of learning. Consequently they are working at typical levels for their age by the time they join Year 1. They are well prepared for the next stage of their education and they become confident and enthusiastic learners. For example, in one lesson, several children were writing independently and helped each other to spell simple words without needing adult support.
- Children behave well and feel safe. They are able to make sensible choices about their learning and consequently enjoy exploring the many interesting activities provided indoors and outside. They work together well, sharing resources and taking turns without any fuss. Children have good social skills and make comments such as 'Friends play with each other'. Their listening skills have improved since the previous inspection and they are able to persevere with their tasks.
- Teaching is good because teachers and teaching assistants provide effective support for children from all ability groups. They are good role models for children's learning and behaviour. Activities are carefully planned to provide children with a variety of worthwhile activities that extend their knowledge and understanding. During the inspection, children were very excited about their various tasks on the theme of 'The Tiger who Came to Tea'. They used their knowledge of phonics to help them write lists in preparation for their own 'tea' and worked together well setting out 'tea' in the role-play area. Occasionally, members of staff do too much for the children and when this happens, learning does not move on as fast as it could.
- Leadership and management are good, and attainment by the end of the Reception Year has risen over the last two years. Members of staff keep detailed records showing how well the children are learning and these are shared with parents. Close links have been established with the private nursery so that transition is smooth from one provider to the next. There is a clear understanding of how provision could be further developed and new staff have been quick to settle into school routines.

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	125006
Local authority	Surrey
Inspection number	456215

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Margaret Bates
Headteacher	Trisha Sangwine
Date of previous school inspection	11–12 January 2012
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